DOCUMENT RESUME

ED 235 281 UD 023 131

TITLE Physical Education Curriculum Guide. Pre-Kindergarten, Kindergarten, First Grade, 1977-78.
INSTITUTION Duval County Schools, Jacksonville, Fla.
PUB DATE 78
NOTE 401p.; A publication of the Office of Curriculum Development.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC17 Plus Postage.
DESCRIPTORS Athletic Equipment; Behavioral Objectives; Curriculum Guides; Early Childhood Education; Grade 1; *Gymnastics; Kindergarten; *Movement Education; *Perceptual Motor Learning; *Physical Activities; *Physical Education; Preschool Education; *Swimming
IDENTIFIERS Duval County School Board FL

ABSTRACT

Developed for pre-kindergarten, kindergarten, and first grade in Duval County, Jacksonville, Florida, this curriculum guide is for physical education. A description of the suggested yearly program is followed by a list of essential skills to be developed during the year. The greater part of the guide is devoted to sections on (1) movement education; (2) perceptual-motor development; (3) gymnastics, stunts, and tumbling; (4) relays; (5) swimming and water safety; (6) classroom and/or inclement weather activities; (7) rhythms; and (8) additional activities. In each of these sections, concepts, subconcepts, objectives, and suggested activities are listed. The perceptual-motor development section includes instructions for screening for perceptual-motor problems. The guide ends with instructions for making some kinds of equipment, a list of 31 appropriate films for classroom use, and 45 reference books for the teacher. (CMG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED235281

PRE-KINDERGARTEN
KINDERGARTEN
FIRST GRADE
GUIDE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. C. Rosa

Duval County Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PHYSICAL EDUCATION

UD 023 131

DUVAL COUNTY PUBLIC SCHOOLS

JACKSONVILLE, FLORIDA

PRE-KINDERGARTEN, KINDERGARTEN, FIRST GRADE PHYSICAL EDUCATION CURRICULUM GUIDE

1977-78

Herb A. Sang
Superintendent of Schools

SCHOOL BOARD

District 7
William E. Carter, Chairman

District 2
Mrs. Gene Miller

District 1
James H. Corwin, M. D.

District 3
Jack Nooney

District 4
Wendell P. Holmes, Jr.

District 5
George T. Sessions

District 6
Joseph L. Cullen

Dr. Charles H. Cline
Assistant Superintendent,
Curriculum Development

John Gellen
Director, Curriculum

Fran C. Saul
Supervisor, Elementary Physical Education

TABLE OF CONTENTS

	PAGE
ADMINISTRATIVE POLICIES	1
SUGGESTED YEARLY PROGRAM	3
ESSENTIAL SKILLS	5
EXERCISES	10
MOVEMENT EDUCATION	
Locomotor	12
Non-Locomotor	31
Combination-Locomotor and Non-Locomotor	34
Coordinating Units and Physical Education	44
PERCEPTUAL-MOTOR DEVELOPMENT	
Developing A Perceptual-Motor Class	52
Screening Test	57
Body Awareness	59
Direction and Space	64
Balance	66
Body, Space and Directional Awareness	69
Form Perception	75
Auditory Discrimination	78
Spatial Awareness	80
Eye-Hand Coordination	81
Eye-Foot Coordination	87
Eye-Foot-Eye-Hand (Hopscotches)	107
GYMNASTICS, STUNTS and TUMBLING	109
RELAYS	112
SWIMMING and WATER SAFETY	126
CLASSROOM and/or INCLEMENT WEATHER ACTIVITIES	141

	PAGE
RHYTHMS	156
Albums and Record List	166
ADDITIONAL ACTIVITIES	180
Balance Beam Activities	180
Beanbag Activities	183
Hoop Activities	186
Parachute Activities	188
Station Teaching	190
Play Day - Relay Activities	194
HOMEMADE EQUIPMENT	199
FILMS	210
BOOKS	214

ADMINISTRATIVE POLICIES

The following policies should be understood and observed for the most effective implementation of the physical education program.

1. Physical education should be treated as any other subject in the curriculum and a daily planned instruction period of at least thirty minutes, exclusive of lunch and recess periods, should be allocated for grades K-6.

2. In the interest of better instruction physical education teachers should schedule only one class per period.

3. The classroom teacher is responsible for reporting in writing to the physical education teacher, a student who has a physical handicap. This report should be presented at the beginning of the year together with a statement from the student's doctor designating the type of activities that may safely be engaged in.

4. Students should not be excused from physical education without a note from his/her parent.

5. Students should not be deprived of a physical education period as method of punishment.

6. Physical education lesson plans should be prepared and given to classroom teachers in advance of the instructional period. Classroom teachers are asked to teach follow-up lessons if their class does not have physical education with the physical education teacher every day.

7. The physical education teacher should be consulted in planning and purchasing new equipment.

8. A uniform physical fitness program should be conducted county-wide at least once a year.

9. A physical education instructor should maintain the same working hours as classroom teachers.

10. All accidents occuring during physical education class should be reported to the teacher immediately. Severe accidents should be reported to the office and the appropriate accident form should be completed.

11. The following are suggestions for teaching and class organization.

    a. A class should be started with warm-up exercises prior to organized play. Squads may be used but different students should be given the opportunity to be squad leaders.

b. Teachers should be consistent with methods used in beginning class. This eliminates confusion and allows more time for instruction.

c. When giving directions, ask students to gather around the physical education teacher. The teacher then squats down to talk to them on their level and this also allows the teacher to talk in a normal tone. Classroom teachers should give instructions and directions for physical education activities in the classroom where a quiet atmosphere prevails. This procedure eliminates confusion outdoors and also allows more time for the actual activity.

d. Whenever possible demonstrate instead of using long explanations; the class needs to be active!

e. Equipment should be out of reach of students during explanations. During the class activity, each child should have a piece of equipment; this seems to eliminate some discipline problems.

f. Students should be given an opportunity to evaluate each lesson and offer suggestions for improving performance.

g. Essential skills should be incorporated in the daily physical education lesson plan. Use the checklist to check-off (✓) when a student can successfully complete a skill.

h. If the air pollutant index is in the unheathful zone (100-200), please plan less strenuous activities for that particular day. Children with respiratory ailments should not run or participate in strenuous exercises or activities.

SUGGESTED YEARLY PHYSICAL EDUCATION PROGRAM

September - Class organization
Movement Activities
Swimming and Water Safety
Exit-Level Skills - Hopping, Skipping, Jumping

October - Movement Activities
Perceptual-Motor Activities
Exit-Level Skills - Balance Beam

November - Perceptual-Motor Activities
Kicking Activities
Exit-Level Skills - Run and Kick a ball; kick a rolling ball.

January - Movement and Perceptual-Motor
Emphasis - Jump Rope Activities
Exit-Level Skills - Individual Jump rope; Jumping rope turned by others.

February - Rhythmic Activities
Exit-Level Skills - Marching, Skipping, Clapping to music

March - Stunts and Tumbling Exercises
Physical Fitness
Exit-Level Skills - Six Modified Push-Ups; Forward Roll.

April - Playday Activities
Track and Field - Running, Jumping Low Hurdes (Cones), Throwing
Exit-Level Skills - Review

May - Striking-Throwing Activities
Water Safety and Swimming
Exit-Level Skills - Review

PLUS

Jump Rope
Beanbags
Classroom Games
Ball Handling
Tube Tumbling
Management Skills
Cargo Net
Cage Ball Games
Hoop Activities
Parachute
Gym Scooters
Balance Apparatus
PMD
Horizontal Ladder
Obstacle Course

ESSENTIAL SKILLS

The list of skills on the following page has been developed for students in the first grade. The objective, of course, is successful completion of each of these skills by each student during the school year. Therefore, as teachers plan their weekly, monthly or yearly lesson plans, these skill preparations should be included in the activities. Activities, especially designed to accomplish these objectives, are in the various sections of this book.

A simple checklist is provided so that as a student accomplishes an objective, a check mark may be placed by his/her name. The evaluation also would assess the needs of the class as a whole. By looking at the number of students that accomplish each objective, the teacher can readily see what objectives should be worked on.

KINDERGARTEN
ESSENTIAL SKILLS
CHECK-LIST

PERCEPTUAL-MOTOR

Last Name, First	Good Posture Sitting	Good Posture Standing	Even Agile Walk	Jump Forward	Jump Backward	Right Hop	Left Hop	Skip	Walk Board Forward	Catch 8" Ball (10-15 feet)	Throw 8" ball (10-15 feet)	Throw and Catch with Partner	Jump Group Rope	Jump Individual Rope	Climb Fireman's Gym	Forward Roll	Completes 5 piece Puzzle	Completes 10 piece Puzzle	Completes 15-18 piece Puzzle	COMMENTS

ESSENTIAL SKILLS CHECKLIST - GRADE I

PERCEPTUAL

1. Walk 7' on a balance beam 4" wide, keeping balance without stepping off.
2. Catch a beanbag thrown from 6' away 3 out of 5 times. (eye-hand)
3. Follow moving object with eyes, e.g. move finger in front of eyes to the right, center and to the left.

MOTOR

4. Throw 8" ball at arms length above the head into the air and catch it.
5. Bounce 8" ball and catch it 3 out of 5 times.
6. Run and kick stationary utility ball 10'.
7. Kick a rolling 8" utility ball 4 out of 5 times.
8. Execute a forward roll.
9. Execute 6 modified push-ups, (the student is in the kneeling position).

MOVEMENT

10. Jump, 5 times in succession, a rope turned by self.
11. Jump, 5 times in succession, a rope turned by two people.
12. Skip 20 yards without missing a step or faltering.
13. Hop 10' on one foot and then 10' on the other foot.
14. Run and jump over a rope which is mid thigh in height.

RHYTHM

15. March 10 yards to 4/4 rhythmic music, staying on the beat.

16. Skip 10 yards to a 2/4 and then a 4/4 rhythmic musical record.

17. Clap to a rhythmic pattern of 4/4 then 2/4, staying on the beat.

ELEMENTARY PHYSICAL EDUCATION
ESSENTIAL SKILLS CHECKLIST
GRADE 1

Recording Code: ✓ = successful, X = unsuccessful

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	
												1. Walk 7' on a balance beam.
												2. Catch beanbag 3 out of 5 times.
												3. Follow moving object with eyes.
												4. Throw ball over head and catch it.
												5. Bounce ball, catch 3 out of 5 times.
												6. Run & kick stationery utility ball.
												7. Kick rolling ball 4 out of 5 times.
												8. Execute a forward roll.
												9. Execute 6 modified push-ups.
												10. Jump rope 5 times in succession.
												11. Jump rope turned by 2 people 5 times in succession.
												12. Skip 20 yards.
												13. Hop 10' on left foot - Hop 10' on right foot.
												14. Run and jump over rope.
												15. March 10 yards to music.
												16. Skip 10 yards to music.
												17. Clap to 4/4 then 2/4.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: EXERCISES

OBJECTIVE: THE STUDENT WILL BE ABLE TO EXECUTE A VARIETY OF WARM-UP EXERCISES.

ACTIVITIES	ACTIVITIES
HEAD ROLL: Children slowly rotate their heads forward, right, back, left and repeat action several times.	ANGELS IN THE SNOW: Children lie on their backs, legs straight, hands at sides. They raise their arms to touch palms together overhead while legs move apart. Return to starting position. Use 4 counts.
JUMPING JACKS: From attention position, feet together, arms at sides, student jumps to stride position and simultaneously clap hands overhead. Return to starting position. It is important to maintain a consistent rhythm by counting or using music. SUGGESTIONS: Ask student to execute only the hand portion of this exercise; then only the foot part. When these are mastered, then ask students to slowly try to combine the two parts.	WING STRETCHER: Children raise their elbows to the side to about shoulder level, and force elbows backward slowly and return to original position. ARM CIRCLES: Children extend arms sideward at shoulder level. They rotate their arms backward, forward, palms up and palms down. Vary speed and size of circles.
TRUNK BEND: Children stand, feet in stride position, arms overhead, and bend as far as possible forward, right, backward, left and repeat action several times.	THUMB TOUCH: Children touch each finger in turn with the thumb of same hand. Have them do exercise with each hand independently then with both hands.
16	17

II

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: EXERCISES

OBJECTIVE: THE STUDENT WILL BE ABLE TO EXECUTE A VARIETY OF WARM-UP EXERCISES.

ACTIVITIES	ACTIVITIES
SIT UPS: Children lie on their backs with arms stretched overhead, knees bent. Arms are brought forward, raising the body from the floor. TURTLE AND HARE: Children run like a turtle then like a hare when instructor calls names of animals. WOOD CHOPPER: Children bend forward and bounce upper body loosely while pretending to chop a log. Legs remain stiff while in a stride position. BICYCLE: Children lie on backs with feet in the air. One leg is kept in the air, while the other is lowered toward the chest. Knees are bent when lowering. Alternate legs. BEND AND STRETCH: Children stand with arms raised overhead. They then bend and touch their toes. Straighten and stretch up.	MODIFIED PUSH-UPS: Children are on their knees, hands on the floor about shoulder distance apart. Body is straight as it is lowered to within a few inches of the floor and then pushed upward.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENTS

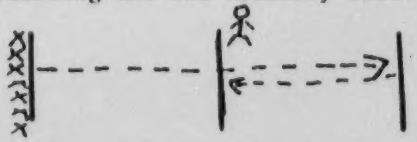
OBJECTIVE: STUDENT WILL BE ABLE TO WALK IN A DESIGNATED AREA (SPACE) WITHOUT TOUCHING ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
WALKING ACTIVITIES SKILL: WALKING AREA: 1/2 OF A BASKETBALL COURT, CLASSROOM OR PLAY AREA THAT IS MARKED BY BOUNDARIES PLAYERS: UNLIMITED EQUIPMENT: None FORMATION: Scattered Without touching each other, students are asked to do the following: A. Can you walk among classmates? B. Can you take giant steps? C. Can you take baby steps? D. Can you change directions on signal? E. Can you change levels? Walk high? Walk low?	F. Can you walk heavy? Walk softly? G. Can you walk fast? Walk slowly? H. Can you walk backward? Walk forwards? I. Can you walk as if you were angry? Happy? J. Can you change your mood, speed, direction, level, etc. on your own on the signal? K. Can you think of an animal and walk like he does?

1. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENTS

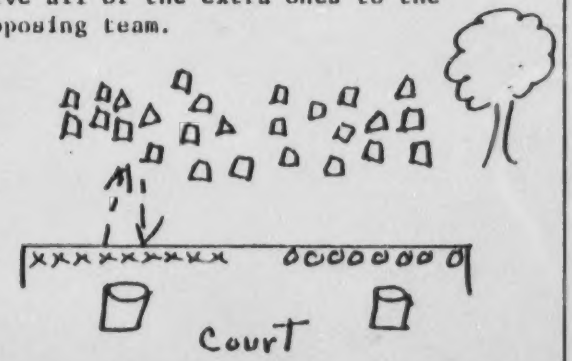
OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN RUNNING TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"FIRE ENGINE" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 10 - 60 EQUIPMENT: None FORMATION: All players stand on a starting line. The Fire Chief stands midway between the starting and end boundary line.  DESCRIPTION: All students stand on a line at end of playing area. They count off by fives. The Fire Chief stands at the side of the court halfway between goal lines. He calls "Fire! Fire! Station Number ____." The children who have the number called run to the opposite end line and back to the middle line. The first one back becomes the new Fire Chief and the games continues.	SUGGESTIONS: 1. Check numbers to be sure all remember their number. 2. Be sure they observe lines, starting, goal, finish. 3. Watch for performance of skills learned in movement exploration. Do they turn correctly? 4. Be certain all have a turn before the same numbers are recalled. No hesitation between numbers. 5. If the same child wins on second call allow 2nd place to be chief. This helps teach sharing, etc.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENTS

OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN RUNNING TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"BLOCK FIND" SKILL: RUNNING, SEARCHING AREA: PLAYGROUND PLAYERS: 10 - 30 EQUIPMENT: Approximately two wooden blocks for each student. FORMATION: Two equal teams DESCRIPTION: Divide students into two teams. With students observing, scatter blocks in an area 50-60 feet away. At the command of the teacher, both teams race for the blocks. Each student can bring only one block back at a time, which s/he will place in a designated spot or container. S/he then can return for one more and then another. When all blocks are gathered, the teams will return to their original positions. All team members then count the number of blocks they have collected.	SUGGESTIONS: A. After the students have learned the game, it can be made more interesting by making it difficult. Have students turn their backs while the teacher scatters the blocks this time over a wider area. B. The game can be made even more interesting by hiding the blocks under any object which might be available. C. Be alert for students bringing more than one block back at a time. Any player who brings more than one block at a time must give all of the extra ones to the opposing team. 

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENTS

OBJECTIVE: STUDENT WILL BE ABLE TO RUN IN A DESIGNATED AREA (SPACE) WITHOUT TOUCHING ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
RUNNING ACTIVITIES SKILL: RUNNING AREA: 1/2 OF A BASKETBALL COURT, CLASSROOM, OR A PLAY AREA THAT IS MARKED BY BOUNDARIES PLAYERS: UNLIMITED EQUIPMENT: None FORMATION: Scattered Without touching each other, students are asked to do the following: A. Can you run among classmates? B. Can you run and stop on signal? C. Can you change directions when I blow the whistle (or clap my hands)? D. Can you change levels? Run High? Run low? E. Can you start very low and eventually reach the highest possible running position?	F. Can you run as quietly as possible? G. Can you change your direction, speed, level, etc. on your own on the signal? (Challenge) H. Can you think of an animal and try to run as s/he does? I. Can you run backward? Run forward?

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENTS

OBJECTIVE: STUDENT WILL BE ABLE TO JUMP IN A DESIGNATED AREA (SPACE) WITHOUT BUMPING INTO ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
JUMPING ACTIVITIES SKILL: JUMPING AREA: ON 1/2 OF A BASKETBALL COURT, CLASSROOM, OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered Without bumping each other students are asked to do the following: A. Can you jump in different directions? B. How far can you jump? C. Can you jump fast? D. Can you jump and turn your body in the air? E. How high can you jump F. Can you jump like an animal? What kind of animals jump?	G. Can you change the speed, directions, and height of your jump on the whistle? "JUMP THE DITCH RELAY" SKILL: RUNNING, JUMPING AREA: PLAYGROUND, GYMNASIUM PLAYERS: 10-40 EQUIPMENT: None FORMATION: Single Lines DESCRIPTION: Teams are in single lines behind a starting line. A good running distance from the starting line, mark off a "Ditch." The width would depend on the age level playing. About twenty feet beyond this, mark off a turning line. The first play in each line runs forward, jumps over the "Ditch", runs to the turning line, jumps the "ditch" again on the way back, and returns to place, touching off the next player. If a player lands in the "ditch" either times, he must go back to the starting line and start again.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENTS

OBJECTIVE: STUDENTS WILL BE ABLE TO JUMP IN A DESIGNATED AREA (SPACE) WITHOUT BUMPING INTO ANOTHER PERSON.

OBJECTIVE 2: STUDENT WILL BE ABLE TO JUMP A ROPE, SLOWLY TURNED BY SELF.

OBJECTIVE 3: STUDENT WILL BE ABLE TO JUMP A ROPE RAISED AND LOWERED BY OTHER PEOPLE.

ACTIVITIES	ACTIVITIES
SUGGESTIONS: Widen the "ditch" each time and eliminate those players who land in the "ditch." The line wins which has the most players left at the end of the designated time. Activities may be set up for students who have been eliminated from the relay. "INDIVIDUAL JUMP ROPE" (objective 2) SKILL: JUMPING AREA: PLAYGROUND, GYMNASIUM PLAYERS: Unlimited EQUIPMENT: Jump rope for each student FORMATION: Scattered DESCRIPTION: The teacher asks each student to get individual jump ropes and do the following things: A. Can you jump the rope one time; two times in a row?	B. Drop your rope on the ground. Can you jump over it? C. Make a circle with your rope. Can you jump into the circle and out again? D. Can two students jump the same rope? E. Can you make numbers with the rope and jump the answer? F. Jump rope relays. "LONG JUMP ROPES" (objective 3) SKILL: JUMPING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: Long Jump Rope FORMATION: Scattered

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE 3: STUDENT WILL BE ABLE TO JUMP A ROPE RAISED AND LOWERED BY OTHER PEOPLE.

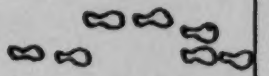
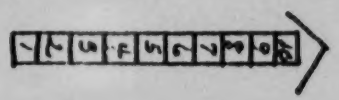
OBJECTIVE 4: STUDENT WILL BE ABLE TO HOP IN A DESIGNATED AREA WITHOUT BUMPING INTO ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
DESCRIPTION: A. On a grassy area ask two students to hold the rope close to the ground. Students form a line. On a signal of "go" each runs and jumps over the rope. After all have jumped the rope, raise the rope a little higher. B. Have students raise the rope up high and lower it down slowly and rhythmically. Students are asked to pass under the rope when it is up and jump over the rope when it is down. HOPPING ACTIVITIES SKILL: HOPPING AREA: ON 1/2 OF A BASKETBALL COURT, CLASSROOM OR A PLAY AREA PLAYERS: Unlimited EQUIPMENT: None	Students are asked to do the following without touching each other: A. Can you hop in place? B. Can you hop and turn around on one foot? C. Can you hop forward? D. Can you hop in a circle? E. Can you hop on one foot and then the other foot? F. Which foot is easier to hop on?
32	33

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN HOPPING TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"HOPPING RELAY" SKILL: HOPPING AREA: PLAYGROUND PLAYERS: 2 or 3 per line EQUIPMENT: None FORMATION: Single Lines DESCRIPTION: Players are grouped into even teams. On the starting signal, the first one in each line hops to a designated spot and returns. The second player then hops. This continues until everyone has hopped. The line finishing first wins. SUGGESTIONS: Have students hop on the right foot, left foot, backward.	**HOPPING ACTIVITIES** SKILL: HOPPING AREA: ON 1/2 OF A BASKETBALL COURT, CLASSROOM OR A PLAY AREA THAT IS MARKED BY BOUNDARIES PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered Without touching each other, students are a asked to do the following: A. Footprint Patterns  Hop footprint patterns painted on floor or a sheet of plastic. B. Hop Number Line 

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO SKIP AROUND A DESIGNATED AREA WITHOUT TOUCHING EACH OTHER.

ACTIVITIES	ACTIVITIES
SKIPPING ACTIVITIES SKILL: SKIPPING AREA: ON 1/2 OF A BASKETBALL COURT, CLASSROOM, OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered Without touching each other, students are asked to do the following: A. Can you skip forward? B. Can you skip in a different direction? C. Can you skip in a square? Circle? Triangle? D. Can you skip with a partner? E. Can you skip heavily? Lightly? Faster Slower?	F. Can you skip with arms moving? "SKIP AROUND" SKILL: SKIPPING AREA: PLAYGROUND PLAYERS: 2 or 3 per team EQUIPMENT: None FORMATION: Lines DESCRIPTION: The first person in line skips to a marker, makes a complete circle around the marker and returns. The next student then skips to marker. "SKIP TAG" SKILL: SKIPPING AREA: PLAYGROUND PLAYERS: 5 or 6 per circle

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO SKIP AROUND A DESIGNATED AREA WITHOUT TOUCHING EACH OTHER.

ACTIVITIES	ACTIVITIES
EQUIPMENT: None FORMATION: Circle facing center. One player, "It", stands on the outside of the circle. DESCRIPTION: "It" skips around the outside of the circle, suddenly tagging a player. The tagged player leaves his/her space and skips around after "It" trying to catch him/her. If "It" is caught, s/he must be "It" again; if s/he reaches the empty place first, the other player becomes "It." The game is then repeated.	

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN MARCHING FORMATION.

ACTIVITIES	ACTIVITIES
MARCHING ACTIVITIES SKILL: MARCHING AREA: PLAYGROUND, BASKETBALL COURT, CAFETORIUM PLAYERS: Unlimited EQUIPMENT: Records, Record Player FORMATION: Circle or Square Without touching each other, ask the students to do the following: A. Forward march in single file to music (emphasize swinging arms freely at side). B. March in single file in a circle and square. C. March in 2's and 3's in a circle and square. D. March on the beat of a 2/4 rhythm. E. March on the beat of a 4/4 rhythm.	**MARCHING ACTIVITIES** SKILL: MARCHING AREA: PLAY AREA, BASKETBALL COURT, CAFETORIUM PLAYERS: Unlimited EQUIPMENT: None FORMATION: Circle Students are asked to do the following without touching each other: A. Establish rhythm by clapping hands to march music or drum. B. Stand at attention. C. March in place, emphasizing, stepping on left foot first. D. Teach commands: "Forward - March" "March Time - March" "Class Halt"

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO SLIDE IN A DESIGNATED AREA WITHOUT TOUCHING ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
SLIDING ACTIVITIES Sliding is a combination of two side steps. A person steps to the side, then drags the other foot to the side of the supporting foot and puts weight on it. The same foot always leads. SKILL: SLIDING AREA: ON 1/2 OF A BASKETBALL COURT, CLASSROOM, OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Files - Arms length apart Without touching each other, students are asked to to the following: A. Try to slide in one direction. On signal change directions. B. Vary size of slides. C. Vary speed of slides.	D. With a partner, face each other, hold hands and slide to the right and then to the left. E. In circle formation with a partner, slide around the circle. **"SLIDE TAG"** SKILL: SLIDING AREA: PLAYGROUND PLAYERS: 6 per circle EQUIPMENT: None FORMATION: Circle Facing center. One player, "It", stands on the outside of the Circle. DESCRIPTION: "It" slides around the outside of the circle, suddenly tagging a player, The tagged player leaves his space and slides around after "It" trying to catch him. If "It" is caught, s/he must be "It" again; if s/he reaches the empty place first, the other player becomes "It". The game is then repeated.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO SLIDE IN A DESIGNATED AREA WITHOUT TOUCHING ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
"PARTNER SLIDE" SKILL: SLIDING AREA: INDOOR OR OUTDOOR PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered and Circle A. Slide with partner holding hands. B. Slide facing partner without holding hands. C. Slide with partner eight times to the left, eight times to the right, six times to the left, six times to the right, four times to the right, four times to the left, and two times to the left and two times to the right. D. Slide four times to left and four times to right, walk four steps, slide two steps to left continue in pattern. 44	E. Follow the leader - Slide with partner using mirror effect. F. In a circle students should slide a set pattern in one direction, and then change directions. The change in direction should be very smooth. G. Slide with partner as you would be playing basketball, badminton, tennis, volleyball, and softball. H. Slide with partner in a creative pattern designed by patterns. I. Slide with partner and see how much lift they can get. 45

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN GAME ACTIVITIES USING SLIDING.

ACTIVITIES	ACTIVITIES
"COLOR SLIDE TAG" SKILL: SLIDING AREA: CLASSROOM, BASKETBALL COURT, PLAY AREA, CAFETORIUM PLAYERS: Unlimited EQUIPMENT: Construction paper shapes in the following amounts: 5 red circles 5 blue squares 5 green triangles 5 black rectangles 5 purple diamonds 5 yellow octagons Masking tape FORMATION: Scattered DESCRIPTION: Shapes are taped to children's backs. On the signal "GO", children are asked to slide around the room and try to see what color and shape is on the back of the other children. If a student can correctly tell the color and shape	on another student's back, then that student is out of the game. While sliding around the room, students must also be careful not to let anyone see what color and shape is on his/her back.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO GALLOP AROUND A DESIGNATED AREA WITHOUT TOUCHING ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
GALLOPING ACTIVITIES Galloping is a movement much like sliding, but the motion is in a forward direction. One foot always leads and the other follows rapidly. SKILL: GALLOPING AREA: ON 1/2 OF A BASKETBALL COURT, CLASSROOM, OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: Unlimited FORMATION: Circle, Square or Line Without touching each other, students are asked to do the following: A. Can you gallop around the outside of the court? B. Can you gallop in a circle? A Square?	C. What kinds of animals gallop? Show me how these animals gallops? D. Can you gallop fast? Slowly? E. Can you change your lead foot? (Left foot is lead foot; change back to right foot.)

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN GAME ACTIVITIES INVOLVING GALLOPING.

ACTIVITIES	ACTIVITIES
"GALLOP AROUND" SKILL: GALLOPING AREA: PLAYGROUND PLAYERS: 2 or 3 per team EQUIPMENT: 1 indian club, bowling pin, cone, or marker per team FORMATION: Teams line up behind a starting line 30 feet from marker. DESCRIPTION: On command "go", 1st player on each team gallops around the markers and gallops back to starting line where s/he tags the next person. 50	**"ROPING A HORSE"** SKILL: GALLOPING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: None FORMATION: Circle DESCRIPTION: Six "Horses" (boys and girls) are selected to be in the middle of the circle. Children in the circle hold hands. Horses break out of the corral (circle) and gallop away. On signal from teacher cowboys and cowgirls gallop after horses and try to lasso (tag) them. When a student is tagged s/he must help lasso the other horses. 51

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO LEAP ABOUT A DESIGNATED AREA WITHOUT TOUCHING ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
LEAPING ACTIVITIES Leaping - Movement similar to run. The time in the air is greater in the leap than in the run. The take off is from one foot and the landing is on the other. SKILL: LEAPING AREA: BASKETBALL COURT, CLASSROOM, OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered, all facing in the same direction. Without touching each other, students are asked to do the following: A. Can you leap high in the air? B. Can you leap over a balance beam? C. What is different in leaping and running? D. Leap in slow motion.	E. Pretend there are many puddles on the ground. How many can you leap over? Count them as you leap! F. Place jump ropes around the play area. Can you leap over these "snake pits?"

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN GAME ACTIVITIES INVOLVING LEAPING.

ACTIVITIES	ACTIVITIES
"LEAP TAG" SKILL: LEAPING AREA: PLAYGROUND PLAYERS: 6 to 8 per circle EQUIPMENT: None FORMATION: Circle facing center. One player, "It", stands on the outside of the circle. DESCRIPTION: "It" leaps around the outside of the circle, suddenly tagging a player. The tagged player leaves his space and leaps around after "it," trying to catch him. If "It" is caught s/he must be "It" again, but if s/he reaches the empty space first, the other player becomes "IT". The game is then repeated.	**"BAMBI"** SKILL: LEAPING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered DESCRIPTION: Tell children the story of bambi being lost in the woods. Children act out story. Bambi leaps over a branch. Bambi nibbles the bark from a tree. Bambi nestles into the leaves on a snowy night and then leaps out of the leaves in the morning. Bambi leaps over bushes. Continue making up ways Bambi leaps through the forrest.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN GAME ACTIVITIES INVOLVING LEAPING.

ACTIVITIES	ACTIVITIES
"LEAP FROG" SKILL: LEAPING AREA: PLAYGROUND, CAFETORIUM PLAYERS: 4 per line EQUIPMENT: None FORMATION: Single Line DESCRIPTION: One student squats down with head down on knees. Second student will run and leap over first, and squats down. The next student can then leap over first and second student. Game continues until all have had a chance to leap over all students in class.	
56	57

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: NON-LOCOMOTOR

OBJECTIVE: THE STUDENT WILL BE ABLE TO FOLLOW TEACHER CUES AND PERFORM NON-LOCOMOTOR MOVEMENTS OF BENDING, STRETCHING, TWISTING, TURNING, SWINGING, PUSHING AND PULLING.

ACTIVITIES	ACTIVITIES
"ANGELS IN THE SNOW" SKILL: COORDINATION AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered DESCRIPTION: Direct students to lie down on their back, with arms at side and feet together. Teacher then asks: Can you keep your legs straight and move them apart and back together? Can you slide your arms along the floor until you can clap them overhead? Can you move your legs apart and at the same time slide your arms along the floor and clap your hands overhead? Can you return your arms and legs to the starting position?	NON-LOCOMOTOR Students should be able to move in a designated space and pattern with cues from the teacher. Teacher names a movement and a body part. The student must execute the movement and then touch the moved body part. Example: Bend - Knee Pull - Stomach Push - Knees Stretch - Neck Twist - Arms Bend - Elbows Swing - Arms Teacher presents questions: A. Can you bend one part of your body while stretching another? B. Keeping your feet still, how far can you twist your body? C. In how many directions can you push? Pull?

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: NON-LOCOMOTOR

OBJECTIVE: STUDENT WILL BE ABLE TO FOLLOW TEACHER CUES AND PERFORM THE NON-LOCOMOTOR MOVEMENTS OF BENDING, STRETCHING, TWISTING, TURNING, SWINGING, PUSHING AND PULLING.

ACTIVITIES	ACTIVITIES
D. What else can you use to push with beside your hands? E. While you are standing, how many parts of your body can you swing? Can you swing fast? Slow? Children imitate mechanical objects. A. Clock B. Perculator C. Pop-up Toaster D. Typewriter E. Washing Machine F. Elevator EXERCISES Games: "Bend and Stretch" "Trunk Twist"	"Body Bounce" "Freeze" "Simon Says"

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: MANIPULATIVE SKILLS

OBJECTIVE: USING EQUIPMENT, THE STUDENT WILL BE ABLE TO PERFORM MANIPULATIVE TASKS.

ACTIVITIES	ACTIVITIES
MANIPULATIVE SKILL SKILL: THROWING, CATCHING, STRIKING, KICKING AREA: PLAY AREA, CAFETORIUM PLAYERS: Unlimited EQUIPMENT: Beanbags, yarn balls, balloons, balance boards FORMATION: Scattered The teacher will ask students to perform the following tasks using beanbags, yarn balls, and varying size and weights of rubber balls. A. Two hand underhand throw to another student. B. One hand underhand throw to another student. C. Overhead throw to another person. D. Basket catch of object thrown by another person.	The teacher will ask the student to perform the following tasks using balloons and varying size and weight utility balls. A. Striking B. Volley C. Kick D. Bouncing - stationary and moving F. Rolling ball to student or at target. Student performs on apparatus according to teachers direction. A. Balance on Balance Board. B. Climb and decend ladder. C. Walk overhead ladder. D. Twist on twist board (back and forth and all the way around). E. Jump up and down on mini trampoline. (Mini tramp may be made from truck inner-tube with a piece of canvas strung across it and tied underneath.)

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE

OBJECTIVE: THE STUDENT WILL BE ABLE TO USE LOCOMOTOR MOVEMENTS IN A GAME SITUATION.

ACTIVITIES	ACTIVITIES
"DROP THE HANDKERCHIEF" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 6-8 per circle EQUIPMENT: Handerchief, Bean Bag or Similar object. FORMATION: Circle, facing center, hands joined. DESCRIPTION: "It" walks around the outside of the circle with the handkerchief and tries to drop the handkerchief at the feet of a circle player without his/her knowing it. If "It" can go around the circle before the player realizes that the handkerchief is on the floor behind him/her "It" tags the player and remains "It." If the player in the circle discovers the handkerchief, s/he immediately picks it up and runs around the circle to try to overtake and tag "It" before "It" can reach the vacant space in the circle. If s/he tags "It", s/he may drop the handkerchief in the next game. If s/he does not overtake and tag "It" before "It" reaches the	vacant space in the circle, s/he goes back to his/her space in the circle and "It" continues the game. DUCK, DUCK, GOOSE SKILL: RUNNING, SKIPPING, HOPPING AREA: PLAYGROUND PLAYERS: 6-8 per circle EQUIPMENT: None FORMATION: Circles DESCRIPTION: All players but one stoop or sit in a circle. The odd player walks around the outside of the circle, touching each player lightly on the head and repeating the words, "Duck, Duck, Duck." This continues until the odd player touches a head and says the word, "Goose" whereupon the player jumps up and chases the odd player. If the odd player reaches the vacant space before s/he is tagged, the other player becomes "It." If s/he tags the player s/he remains being "It."

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE ONE OR MORE MOVEMENT SKILLS IN A GAME OR ACTIVITY.

ACTIVITIES	ACTIVITIES
"CROSSING THE BROOK" SKILL: JUMPING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: None FORMATION : Lines of 3 or 4 people DESCRIPTION: Children take turns jumping the brook, two to four feet wide. The brook is gradually widened. Those falling in the brook get their feet wet and continue jumping at the width they missed until successful. Children should precede jump with a short run, then a one foot take-off. They should land on the balls of both feet with knees bent. If the group is large or children are of varying ability, several brooks may be kept going at the same time.	"CAT AND BIRDS" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 10-20 EQUIPMENT: None FORMATION: Single Circle, Hands joined DESCRIPTION: Four children, called birds, stand in the center of the circle, the bird cage, and one child, the cat, stands outside. On a signal from the teacher, the cat rushes into the bird's cage and tries to tag all the birds. The birds may "fly" anywhere inside the cage, dodge, and change directions, but they may not run out of the cage to avoid being tagged. When tagged a bird goes back to his place on the circle. The last bird tagged becomes the new cat, and four new birds are chosen.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANULIPATIVE

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE ONE OR MORE MOVEMENT SKILLS IN A GAME OR ACTIVITY.

ACTIVITIES	ACTIVITIES
"40 WAYS OF GETTING THERE" SKILL: RUNNING, SKIPPING, HOPPING AREA: Playground EQUIPMENT: None FORMATION: Scattered DESCRIPTION: Each child is given a chance to go across the front of the room in any manner s/he wishes, just so no one else has crossed the sameway; (hop, run, skip, etc.)	"MAGIC CARPET" SKILL: RUNNING, SKIPPING, MARCHING, HOPPING AREA: PLAYGROUND, CLASSROOM EQUIPMENT: Chalk - Music PLAYERS: 10 - 30 FORMATION: Single File DESCRIPTION: Several large squares are drawn on the ground to represent the carpets. The players follow the designated leader as s/he skips or runs through the Magic Carpets. At a signal from the teacher, all players stop in their tracks. Those caught on Magic Carpets may be asked to drop out of the game until the next time, or they may be asked to lead the class in an exercise, or they may be allowed three misses before they are eliminated. Signals to stop may be: the sudden cessation of music, the clapping of hands, the sound of the whistle, or some other signal.
68	69

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE ONE OR MORE MOVEMENT SKILLS IN A GAME OR ACTIVITY.

ACTIVITIES	ACTIVITIES
SUGGESTIONS: 1. Make the Magic Carpet so large that the players can not step over them. 2. Have a rule that any player going around a Magic Carpet has missed. 3. Do not eliminate players on the first miss; impose less severe penalties. "IN THE POND ON THE BANK" SKILL: BALANCE, HOPPING, LISTENING AREA: PLAYGROUND PLAYERS: 5-6 per line EQUIPMENT: None FORMATION: Lines of equal number	DESCRIPTION: Divide the class into equal teams and arrange them in files. Draw a line along the right side of each file. One side of the line is designated as the "Pond" the other side is the "Bank." A leader is designated to stand in front of the files facing them. The leader calls out "In The Pond, On The Bank" in differing order. The teams must do as the leader indicates and failure to do so eliminates that member. This process is repeated for a predetermined time and at this point the team having the greater number of players standing wins. SUGGESTION: 1. Care should be taken to see that the leader speaks destinctly and with a slight pause between commands.
70	71

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE ONE OR MORE MOVEMENT SKILLS IN A GAME OR ACTIVITY.

ACTIVITIES	ACTIVITIES
"OLD MOTHER WITCH" SKILL: RUNNING, TURNING AREA: PLAYGROUND PLAYERS: 10-30 EQUIPMENT: None FORMATION: The witch takes his/her place in front of the group. The children take positions on the starting line. DESCRIPTION: The witch takes his/her place in front of the group. The children take positions on the starting line. At a signal from the leader, the witch starts walking away from the group. As the witch moves away, the children follow her and chant: "Old Mother Witch, Fell in a ditch, picked up a penny, and thought she was rich." At the completion of the chant the witch turns suddenly, points to one of the children, and says, "Whose children are you?" The child to whom s/he points may answer any name s/he chooses, such as "Mary's." Unless the child answers by saying, "yours" the witch turns and continues walking away, and the children again repeat the chant. This continues	until the children answer the witch by saying "Yours." Upon the word "yours", the children turn and run back to base and the witch gives chase. All tagged children must assist the witch in catching the rest of the children. The witch remains the same until another is chosen by the teacher. "DOUBLE CIRCLE" SKILL: SKIPPING, RUNNING, HOPPING AREA: PLAYGROUND PLAYERS: 10 players per circle EQUIPMENT: None FORMATION: Players are arranged in a double circle, couples facing. The outside circle has one more player than the inside one. The teacher is the leader.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE ONE OR MORE MOVEMENT SKILLS IN A GAME OR ACTIVITY.

OBJECTIVE 2: THE STUDENT WILL BE ABLE TO USE MOVEMENTS TO "ACT OUT" A STORY.

ACTIVITIES	ACTIVITIES
DESCRIPTION: The player in both circles skip around in the circle to their right (each circle in an opposite direction) until the leader says, "Halt." Each player then tries to find a partner from the other circle. The player left without a partner is "in the dog house." Continue the game as long as desired. SUGGESTIONS: (1) Encourage children to seek partners only on the proper signal. (2) Tell boys to seek girls as partners and girls seek boys. (3) Have the players run, hop, or skip around the circle.	<u>"WHEN I WAS A RABBIT"</u> (Objective 2 SKILL: DRAMATIZING AREA: BASKETBALL COURT, PLAYGROUND PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered DESCRIPTION: While the teacher says or sings the following, the children move about the room dramatizing the words she uses. Children should be encouraged to use their own ideas about the action. The teacher accepts in good faith what children do. When I was a rabbit and a rabbit was I, Then this way and this way and this way went I. When I was a old man an old man was I. Then this way and this way and this way went I. When I was a drummer, ball player, soldier, carpenter, swimmer, fireman, pilot,

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE

OBJECTIVE 2: THE STUDENT WILL BE ABLE TO USE MOVEMENTS TO "ACT OUT" A STORY.

OBJECTIVE 3: THE STUDENT WILL BE ABLE TO USE A LOCOMOTOR MOVEMENT IN A RELAY-TYPE ACTIVITY.

ACTIVITIES	ACTIVITIES
dancer... When I was stuck in the mud, climbing a tree Floating on air, picking apples... The terms you choose to use should be familiar to your children. "RUNNING RELAY" (Objective 3) SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 2 or 3 per team EQUIPMENT: None FORMATION: Files DESCRIPTION: Teams are in single file behind a starting line. At a signal, the first player in each line runs up to the designated turning point, returns to place, touching off the next player. This continues until all players in each line have had a turn. As each turn is completed, the student goes to the end of the line and squats down.	"AUTOMOBILE RACE" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 6-8 per team EQUIPMENT: None FORMATION: Any number of players in equal teams of 6-8, in file formation behind the starting line. DESCRIPTION: Each team chooses the name of an automobile. At the waving of a green flag (pretend) the race is started. The first person in each team runs to the goal line and back, touching the left hand of the second player in his/her line.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE.

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE LOCOMOTOR, NON-LOCOMOTOR MOVEMENTS AND MANIPULATIVE ACTIONS BY PLAYING THE FOLLOWING GAMES.

ACTIVITIES	ACTIVITIES
"CUT THE PIE" SKILL: COORDINATION AND RUNNING AREA: PLAYGROUND PLAYERS: 6-8 players per circle FORMATION: Circles EQUIPMENT: None DESCRIPTION: Children stand in a circle, hands joined, with one child in the center. The center child walks forward and claps his/her hands between any two players, and s/he says, "Cut the Pie", and returns to the center. These two players run in opposite directions around the circle. The first one to get around the circle grasps the center player by both hands and says, "Pumpkin Pie, Here Am I," wins and becomes the new center.	**"MOUSE TRAP"** SKILL: RUNNING AREA: PLAYGROUND, CLASSROOM PLAYERS: 10-60 FORMATION: Partners, Standing in line EQUIPMENT: None DESCRIPTION: The game is played somewhat like London Bridge. Traps are placed around the playing area. To form a trap two players stand in a line and at a given signal begin to walk, skip or run through the traps. Suddenly the leader says, "Snap" and the trap is shut quickly by dropping the hands. All mice caught in the trap join the traps, thus making it larger. The game continues until all the mice are caught. The signal for the trap to close may be a sudden cessation of music, the clapping of hands, or the sound of a whistle.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE LOCOMOTOR, NON-LOCOMOTOR MOVEMENTS AND MANIPULATIVE ACTIONS BY PLAYING THE FOLLOWING GAMES.

ACTIVITIES	ACTIVITIES
SUGGESTIONS: 1. When the group is large, increase the number of traps. 2. Change the original trap holders so all players will get to be mice. 3. The game has the most appeal for children when done to music. "WHAT I CAN DO" SKILL: RUNNING AREA: PLAYGROUND, CLASSROOM PLAYERS: 10-60 EQUIPMENT: None FORMATION: Scattered DESCRIPTION: The leader says or sings the following verse while doing one movement which the children imitate:	This is what I can do. Everybody do it too. This is what I can do. Now I pass it on to you. On the words "pass it on to you" the leader names, points to, or taps a friend who then becomes the new leader and the game is repeated. "THE WAY MY DOLLY WALKS" SKILL: RUNNING AREA: PLAYGROUND, CLASSROOM PLAYERS: 10-60 EQUIPMENT: NONE FORMATION: Scattered DESCRIPTION: The teacher chants or sings the following verse and the children carry out the action. It is better to allow children to choose their own imaginary paths through the

1. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE LOCOMOTOR, NON-LOCOMOTOR MOVEMENTS AND MANIPULATIVE ACTIONS BY PLAYING THE FOLLOWING GAMES.

ACTIVITIES	ACTIVITIES
room rather than going around in a circle. This is the way my dolly walks, This is the way she walks with me. This is the way my dolly skips, This is the way she skips with me. This is the way my dolly hops, skates, slides, jumps, runs, crawls, says "mama", sleeps, and so forth may be used. Good ways to help maintain an orderly group which can be discussed beforehand with children are: 1. We try not to run into anybody. 2. We try not to fall down. 3. We stop when the story stops.	

1. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN ACTIVITIES USING MANIPULATIVE SKILLS.

ACTIVITIES	ACTIVITIES
MANIPULATIVE ACTIVITIES SKILL: MANIPULATIVE SKILLS AREA: PLAYGROUND PLAYERS: 5 per circle EQUIPMENT: 1 playground ball per circle FORMATION: Circles DESCRIPTION: One child, chosen as leader, stands in the center of the circle and tosses the ball to each circle player who tosses it back. If the leader drops a well-tossed ball, the child who tossed it becomes the new leader.	**"CALL BALL"** SKILL: MANIPULATIVE SKILLS AREA: PLAYGROUND PLAYERS: 5-6 per circle EQUIPMENT: 1 playground ball per circle FORMATION: Circles DESCRIPTION: One child, "It", stands in the center, tosses ball up in the air, and calls a player's name. Child called must run in and catch ball before it bounces more than one time. If successful, s/he becomes the new "It". If s/he fails, the original "It" tosses the ball again.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN ACTIVITIES USING MANIPULATIVE SKILLS.

ACTIVITIES	ACTIVITIES
"WONDER BALL" SKILL: MANIPULATIVE SKILL AREA: PLAYGROUND PLAYERS: 5 per circle EQUIPMENT: 1 playground ball per circle FORMATION: Circles DESCRIPTION: Ball is passed around the circle from child to child while the following verse is said: "The wonder ball goes round and round, To pass it quickly you are bound, If you're the one to hold it last You - Are - Out." Child holding the ball on the word "Out" is out. Instruct children who are "out" to do something else - hopscotch, jump rope, etc.	

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVE: CHILDREN WILL BE ABLE TO IMITATE DIFFERENT METHODS OF TRANSPORTATION.

ACTIVITIES	ACTIVITIES
ON FOOT: Walk briskly; slowly. Take large strides like father; on tiptoes like mother in high heels; hunched over and slow like old man. Walk along line on cement walk. BICYCLE: Run, lifting knees high to simulate pedaling. Run slowly when pedaling up hill, fast when going down hill. Dismount at intersections. Walk bicycle across busy streets. HORSE: Gallop, leading with same foot and bringing knee up high. Leap over fences. Trot, lifting knees high in front. AUTOMOBILE: Start off with slow run to warm up car. Increase speed of run, going very fast on turnpike, slowing down in city traffic. Hand signal for turns. Stop at red lights. Park car, backing in. Obstacles must be set up for this activity.	AIRPLANE: Take off from squat position, arms extended sideways for wings. Run quickly on tiptoes. Dip wings for turns. Fly high and low indicating rough weather. Come in for a landing by slowing down, circling and gliding to floor to original squat position.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVE: STUDENTS WILL BE ABLE TO IMITATE THE ACTIONS OF COMMUNITY HELPERS.

ACTIVITIES	ACTIVITIES
"DOG CATCHER" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 16 per game EQUIPMENT: None FORMATION: Line side by side Two dog kennels at either end of play space. Children number off by four's to form four teams, each named after a dog. One child is the dog catcher and stands in the middle. Dog catcher calls the name of one of the kinds of dogs. All dogs line up in the kennels at one end wait to be called. When called, they must run from one kennel to the other while the dog catcher tries to tag them. Those tagged are put in the dog pound. Dog catcher has four chances to catch the dogs. Then his score is added up and a new game is started. New dog catcher tries to better the old dog catcher score.	**"FIREMEN"** SKILL: RUNNING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: None FORMATION: Line side by side One child is Fire Chief. Other children divided into small groups, each with a number. These groups stand on a goal line and face the Fire Chief, gives the alarm, crying, "Fire! Fire! Station Number ___." The groups runs to a designated goal line and back to the Fire Chief, and tags his hand. The first player to touch the Chief's hand is the new Chief, who call another fire station. If the Chief should call, "Fire! Fire! General Alarm," all groups run to the goal line and back to touch the Fire Chief's hand.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVE: THE STUDENT WILL BE ABLE TO IMITATE THE MOVEMENT OF POLICE RELATED THINGS.

ACTIVITIES	ACTIVITIES
SKILL: RUNNING AREA: BASKETBALL COURT, PLAYGROUND PLAYERS: 25-30 EQUIPMENT: None FORMATION: Line, Side by Side MOTORCYCLE COP: Use fast running steps to fast music or beat. Keep feet close to floor. The cop jumps on his motorcycle, grasps the handles and starts. Upper part of body held very erect. As s/he rounds the corner, s/he leans to one side of his/her machine. Pretend the cop is after a speeding auto. POLICE HORSES: Children take slow, high steps, heads held proudly, to the rhythm of piano music or clapping. Then take light running steps. Then gallop. Slow down and return home with quiet walking steps.	RED LIGHT: The counter stands behind the finish line, other players behind the starting line. The counter turns his/her back and counts aloud to ten, says "Red Light" and turns around. While his/her back is turned, all players advance, but on "Red Light" they must stop. Any player seem moving after "Red Light" are sent back by the counter to the starting line. The player who can reach the counter first becomes the next counter.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVE: THE STUDENT WILL BE ABLE TO IMITATE THE MOVEMENTS OF CIRCUS PERFORMERS, RECREATIONAL ACTIVITIES IN THE COMMUNITY AND FARM ANIMALS.

ACTIVITIES	ACTIVITIES
TIGHTROPE WALKER: Walk slowly on chain line, arms extended for balance. Place one foot right in front of the other. Stand still on chalk line (wire) and bounce, bending knees. Run a little way and bounce again. CLOWN: Jump feet apart and clap hands overhead. In twos, act out the wheelbarrow. Smile, Laugh. GIANT: Take high, heavy, long steps, chest held high and arms outstretched. MIDGET: Walk and run with tiny steps. Make self as small as possible by bending at the waist and knees. Chase each other in small circles. Play leap frog. Crawl through the legs of the giant. RINGMASTER: Strut stiffly, military fashion. Swing and crack whip, doff hat. ICE SKATING: Long, gliding steps of 3/4 time. Use jumps, turns, figure eights, and balancing on one skate.	SKIING: Cross country skiing with long glides, deep crouch for downhill skiing, stopping, falling. Ski jumping (run, run, run, jump.) ROLLER SKATING: Beat out or play music in 3/4 time. Smooth glide or stride on first beat, holding stride for beats 2 and 3. Use arms in opposition. Can chant: "Roll, roll, rolling we go, Fast on our skates We roll on the side walk. Roll, roll, rolling we go, Skating along in a row." FROG: Stoop and place hands on floor with arms between knees. Push equally with the hands and feet and move forward with high light jump. GRASSHOPPER: In squat position, take jumps in air, coming down to squat position each time. MULE KICK: Place hands on floor. Kick feet in the air to resemble the kicking of a mule.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVE: THE STUDENT WILL BE ABLE TO IMITATE THE MOVEMENT OF CIRCUS PERFORMERS, RECREATIONAL ACTIVITIES IN THE COMMUNITY AND FARM ANIMALS.

ACTIVITIES	ACTIVITIES
HORSE: Trot by running on toes, bring knees up high, keeping back straight. Gallop by running with same foot leading all the time. INCH WORM: Place hands on floor, extend legs to the rear with feet together, thus supporting body by hands and toes. Arms and body are straight. Keeping hands still and knees straight, walk feet up to hands. Then walk hands out and keep feet still. FRUIT BASKET: All children names for different fruits. Leader in middle of circle calls two fruits. The two children with these names run and change places in the circle, as the leader tries to get one of their places first. Child unable to get a place is the new leader. ROOSTER: With arms bent, raise elbows sideways, rise on toes, and move head backward. Crowl Lower elbows and heels. FARM CHORES: 1. Pitch hay and give it to livestock. 2. Feed the chickens. 3. Pick apples, reaching from the ground, jumping up for some; climb ladder and pick.	4. Plow fields. Can be done in two's with one child the plowman guiding the plow horse (second child). 5. Cut wood sawing big logs with two-man saw, splitting kindling wood with an axe, and stacking wood. 6. Fetch water. Throw bucket down well and haul up, or use hand pump. CHICKEN: Stand with feet together. Squat low, knees apart. Put hands outside thighs, and clasp hands tightly in front of legs below knees. Walk on the balls of the feet in a squat position. This position permits only very short steps. TURKEY: Walk with a very proud, definite, dignified, strutting step. Pick feet up fairly high but without a high knee motion. Hands on hips elbows bent and pointing backward to represent wings. DUCK: Walk in deep squat position, keeping knees far apart, back straight, and head high. Bend arms and place hands on shoulders for wings.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVE: THE STUDENT WILL BE ABLE TO IMITATE THE MOVEMENTS OF ANIMALS.

ACTIVITIES	ACTIVITIES
ANIMAL IMITATIONS SKILL: IMITATIONS AREA: BASKETBALL COURT, PLAYGROUND PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered BEAR: Walk slowly and heavily on all fours, swaying from side to side. Keep arms and knees straight, feet apart, knees slightly bent, and take slow, clumsy step-hops, holding hands up in front for paws. GIRAFFE: Stretch the neck and turn head in various directions. Walk stiff-legged. CIRCUS PONY: Step, lifting knees high in front. Step and hold, prance lightly around in a circle. KANGAROO: Fold arms, bend knees deeply, and squat with back straight. Keep knees far apart.	ELEPHANT: Bend body over, clasp hands to represent trunk. Slow, lumbering walk, keeping feet apart, knees straight, and trunk swinging When done in a line, first child bend over and reach hand (tail) between his legs. Second child clasp tail with his left hand (trunk). LION: Walk (stalk) on all fours, as though pacing. Lift head and roar. TIGER: Creep quietly along on all fours. Leap and snarl. CAMEL: Bend body forward at hips and clasp hands behind back to form hump. Walk slowly with decided upward and downward thrust of head. MONKEY: Bend over at waist and walk in a waving fashion, arms hanging limp. Run the same way. Scratch head and ribs. SEAL: Hands on floor, legs extended backward, weight on hands and toes. Keep back straight and head high. Walk forward on hands, dragging legs.

99

PERCEPTUAL-MOTOR DEVELOPMENT

In the primary grades Perceptual-Motor Development Activities should be an integral part of the regular Physical Education program as a preventive measure. However, students whose motor, tactile, auditory and visual skills are not properly developed cannot keep pace with the rest of their class and are handicapped regardless of how intelligent they may be.

Perceptually handicapped students should be in an intensive Perceptual-Motor Training program in addition to their regular physical education classes. Ideally, this program should be administered by a specialist who can execute a daily program involving the student, the classroom teacher and parents. In some schools, the budget will not allow for a specialist so the physical education teacher, classroom teacher and/or an aide is responsible for carrying out the program.

If a physical education teacher is to teach this program, then it would probably supplement the regular Physical Education program. The following, therefore, are some ideas and ways for proceeding:

1. Through observation, the physical education teacher should be able to select several students from his/her regular physical education classes who would benefit from a perceptual-motor program.

2. After selecting this group of students, the physical education teacher would ideally schedule one period per day for perceptual-motor activities. If the class is too large, then alternate days would have to suffice.

3. The number of the students in the group should probably not exceed 20, as individual attention is very important. If a smaller area or room is used, the number in the group should be smaller.

4. If the teacher is unsure of a child's specific program, s/he may wish to administer a perceptual-motor screening test.

5. After adequate observation of each student, and/or after reviewing his/her screening test, an individualized perceptual-motor development program should be planned.

6. For the first few days, it is advisable to:

   a) meet with a small number of students.
   b) discuss with each student his own program.
   c) demonstrate the planned activities.
   d) have each child perform his routine.

7. When the above students are aware of the purpose of precedures involved in their own routines, and when they do not need constant supervision, more students may be introduced to the program. These students should be oriented in the same manner.

8. As the program progresses, the following suggestions may be of help.

   a) Evaluation to determine the student's progress should take place periodically.

   b) Depending upon the results of the evaluation, re-structuring the child's program may be necessary.

   c) If the student's interest lags, this may indicate a need for more varied activities.

   d) Ocassionally, in order to: maintain interest, promote social growth, and create an opportunity for additional observation of a student's performance, group activities (with an emphasis on perceptual-motor (development) should be scheduled.

   e) If possible, parents should be involved. By letter or conference, the physical education teacher should provide a program to be carried out at home. This program should supplement the school program.

9. In most circumstances, the children attending the perceptual-motor training program will continue to attend their regular physical education classes. If, however, a child's performance is so poor as to cause him/her undue embarrassment, or is s/he is unable to achieve it might be feasible for him/her to attend just the perceptual-motor training class until such time that the teacher and/or the student feels that attendance in his regular class would prove beneficial.

10. If the physical education teacher is unable to provide any type of individualized program for selected students, s/he might alter the emphasis of his/her regular program and include more activities designed especially for perceptual-motor development.

11. Enlist the aid of the classroom teacher. Explanation of a child's problem may shed new light on a child's behavior and performance in the classroom.

If paid or volunteer aides are to be used, here are some suggestions for utilization.

1. ASSISTS TEACHER. The teacher aide works with the physical education teacher. Intensive in-service training sessions should be given to the aide and recorded on a chart marked "Inservice Training Schedule."

2. EXECUTE PLANNED PROGRAM. After the physical education teacher has screened the children, the aide is put in charge to carry out the program exactly as it was planned. Periodically, s/he checks the physical education teacher concerning progress and needed changes.

The classroom teacher is in a unique position to observe the child's over-all performance. If there is no specialist for a perceptual-motor development program then the classroom teacher can:

1. Screen students who are having difficulty, and initiate individual programs to be performed in the classroom. Many activities require very little space. Also, once the student has had the activity demonstrated, s/he is usually quite able to continue on his/her own. For example, if a student is having difficulty in the area of hand-eye coordinations, s/he may keep a small box in his/her desk containing paste, scissors, beads, etc. When the student has free time, s/he is allowed to take the box out and continue his/her own perceptual-motor training.

2. Work with the students in a group using some of the activities listed later in this section. S/he can also adapt to his/her own situation, other activities listed throughout this guide.

When parents are interested in developing a perceptual-motor training program for their own child the following suggestions may be helpful:

1. Give parents the booklet, Suggestions for Developing Perceptual-Motor Skills At Home. Discuss briefly.

2. Suggest to parents further activities from this Curriculum Guide.

In any perceptual-motor program these Tentative Guide Lines should be followed.

1. Screening or appraisal of each student perceptual-motor abilities should be completed prior to selecting activities. Identification of the level of motor performance forms the baseline for selection of developmentally appropriate perceptual-motor activities. Ideally, this should be an on-going process, including standardized tests and observation of performance on teacher selected tasks.

2. Perceptual-Motor Development activities should be selected in regard to their contribution toward fulfulling individual's need to achieve and experience success.

3. Perceputal-Motor Development activities should generally begin with what the student can do and gradually progress, with frequent repetition, within a developmental sequence, to more complex activities.

4. Ideally an individualized approach to perceptual-motor development activities should be used, such as an individually programmed task approach or a 1-1 tutoring relationship. Another approach is grouping children according to need, provided that each child has the opportunity to select, within limits, the degree of difficulty and response pattern a given activity as in a movement education or developmental gymnastics approach. A common method used is to cover a wide variety of activities and to change activities frequently. This approach, however, can easily be improved by conducting two or more different activities at one time or by using a circuit approach.

5. In perceptual-motor development programs enough items of equipment or learning tasks should be provided so each student may be actively engaged. ** Avoiding lines may lessen discipline problems and self-consciousness during performance. However behavioral expectancies or limits should be set by students and teachers and distracting placement of equipment or learning stations should be avoided. Six to eight learning stations are suggested for one class. These stations may be left on the court for the next class.

One class may set up the stations and the other may take them down. Each station should have a card describing the action to take place. For example, "Can you jump rope?".

SCREENING

In order for a teacher, aide, or parent to initiate a perceptual-motor development program, there must be some direction as to the problems of the students involved. The screening device presented here is merely a means of uncovering perceptual-motor problems. It is not designed to rate performance. However, if the child shows difficulty in performing the tasks, s/he may need help in body management and might prorit from participation in such a program. As the child performs the items listed on the screening, it should give the examiner a fair picture of:

1. the child's awareness of his own body.

2. the child's ability to perform gross motor movements with control and balance.

3. the child's ability to perform tasks requiring form perception.

4. the child's control of the movements of his eyes.

When administering the screening, the following suggestions may be useful.

1. The person doing the screening should be acquainted with the child. This can be accomplished by visiting his classroom several times before the screening actually takes place.

2. Although several students can be screened at one time, it is best to screen only one at a time.

3. The explanation of the task to be performed must be in simple, easy to understand language.

4. As the child is screened, record any small clues which may be helpful in evaluating the child. For example, "shy," "hesitant," "wears corrective shoes," "has a speech problem."

INSTRUCTIONS FOR SCREENING

ITEM (AND WHAT IT MAY INDICATE)	DIRECTIONS
Body Parts (self-image)	The examiner names several body parts and the child touches each as it is named.
Walking Board (balance, gross motor control, laterality)	The child is instructed to walk forwards, backwards, and sidewards on the walking board.
Skipping (gross motor control)	The child is instructed to skip around the gym, room or wherever the screening is taking place.
Hopping In Place (balance, gross motor control)	The child hops on one foot within a space of approximately 18" square. Repeat, using the other foot.
Standing On One Foot (static balance)	The child is instructed to stand on one foot while the examiner counts to 10. Repeat, using the other foot.
Drawing Forms (form perception, hand-eye co-ordination, laterality, directionality)	The child is seated at a table or desk, and given paper and pencil. One at a time, the examiner shows the child cards on which the following have been drawn: a circle, a plus, a square, and a triangle. The child draws each shape as it is presented.
Ocular Pursuits (Control of lateral and vertical eye movement)	The child is seated opposite the examiner and asked to follow with his eyes, a target that is to be moved in front of his eyes. The child's head is not to move. A pen, pencil, penlight, or any similar object is then moved (on an arc) laterally and vertically, 18"-20" in front of the child's eyes. Repeat the procedure using first one eye and then the other. (The eye not being used should be covered.)

A SAMPLE SCREENING SHEET

Name: Teacher:

Age: Date:

Grade:

ITEM	PERFORMANCE	COMMENTS
Body Parts thighs elbows calf wrists ankles back		
Walking Board forward backward sideward		
Skipping (10 yds. without faltering)		
Hopping In Place left foot (5 times) right foot (5 times)		
Standing On One Foot left foot (10 sec.) right foot (10 sec.)		
Drawing Forms circle plus square triangle		
Ocular Pursuits both eyes together left eye right eye		

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY AWARENESS

OBJECTIVE: THE STUDENT WILL BE ABLE TO IDENTIFY BODY PARTS BY POINTING TO THEM, TOUCHING THEM, AND/OR VERBALIZING THEIR NAMES, (MOUTH, CHIN, NECK, SHOULDERS, ARMS, ELBOWS, LEGS, ANKLES, TOES, WRISTS, HANDS, FINGERS, CHEST, STOMACH, BACK, HIPS, KNEES, HEELS, CALF, THIGHS, FOREHEAD, FOREARM).

ACTIVITIES	ACTIVITIES
BODY IMAGE ACTIVITIES SKILL: IDENTIFYING BODY PARTS AREA: ANY PLAY AREA, BASKETBALL COURT OR CLASSROOM, PLAYERS: Unlimited EQUIPMENT: None The teacher asks the students to do the following variety of activities. A. The teacher touches her hand and says: "This is my head; can you touch your head?" Feet? etc. B. Can you place both hands on your head? Toes? etc. C. Can you close your eyes and touch your head? Elbows? etc.	D. Can you touch one body part with other body parts? Nose to knee? Chin to chest? Ear to shoulder? Hands to hips? Elbows to knees? Toes to nose? Wrist to ear? Fingers to shoulders? Wrist to back? Foot to leg? Hands to back? Toes to toes? Heels to heel? E. Can you touch body parts to your surroundings? Head to floor? Hands to wall? Elbows to chalkboard? Knees to floor? Head to table or desk? Back to wall? Ankles to wall?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY AWARENESS

OBJECTIVE: THE STUDENT WILL BE ABLE TO IDENTIFY BODY PARTS BY POINTING TO THEM, TOUCHING THEM, AND/OR VERBALIZING THEIR NAMES, (MOUTH, CHIN, NECK, SHOULDERS, ARMS, ELBOWS, LEGS, ANKLES, TOES, WRISTS, HANDS, FINGERS, CHEST, STOMACH, BACK, HIPS, KNEES, HEELS, CALF, THIGHS, FOREHEAD, FOREARM.)

ACTIVITIES	ACTIVITIES
Nose to window? Ear to chair? Shoulder to floor? Fingers to books? Chest to desk? Wrist to chalkboard? Stomach to floor? F. Can you do what I am doing? (Children initate teacher in the movement of a specific body part.) Nod your head? Wiggle your nose? Twist your neck? Shrug your shoulders? Click your fingers? Stomp your foot? Close your eyes? Open your mouth? Wiggle your toes? Bend your knees? Bend your elbows? Shake your hands?	G. Can you fill in the missing word? (Teacher says the following sentences and the children supply the word.) I write with my _____. I see with my _____. I smell with my _____. I blink with my _____. I clap with my _____. I walk with my _____. I snap my _____. I shrug my _____. I wave my _____. I jump with my _____. I hear with my _____.

1. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY AWARENESS

OBJECTIVE: THE STUDENT WILL BE ABLE TO RECOGNIZE BODY PARTS FROM LOOKING AT PICTURES, DRAWINGS, WORKING PUZZLES OR FOLLOWING ACTIVITY RECORDS THAT TEACH BODY PARTS.

ACTIVITIES	ACTIVITIES
BODY IMAGE ACTIVITIES SKILL: RECOGNITION OF BODY PARTS AREA: CLASSROOM, AUDITORIUM OR HALL PLAYERS: Unlimited EQUIPMENT: Crayons, Scissors, Large roll of paper, Puzzle On a large sheet of paper, have one child lie down on his/her back and have another child draw around him/her., making the outline of his/her body. Ask the student: A. Can you color the legs orange? The feet blue? The arms yellow? etc. After the outline is colored, it may be cut out and hung up. Select a man or woman (or both) jig saw puzzle. Ask the student: A. Can you put this puzzle together? As you place each piece, can you name that part?	To emphasize body parts, teach children to do the following records: (1) "Hokey Pokey" - #EALP 601 Educational Activities *As a change, give each child a hula hoop and have him/her put their foot in the hoop, take your foot out of the hoop, etc. (2) "Looby Low" - Album #10 Side 7 Educational Activities or #1184 Folkroft - RCA 41 - 6153

I. CONCEPT: BODY AWARENESS

SUB-CONCEPT: LOCOMOTOR

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS AND RHYTHMS OR TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
SKILL: COORDINATION OF FEET, HANDS AND EYES, RHYTHM AND TIMING AREA: OUTDOOR OR LARGE INDOOR AREA PLAYERS: Unlimited EQUIPMENT: 15 foot long rope for every 6 students and one short rope for every student. FORMATION: Scattered DESCRIPTION: A. Teacher will review hopping and jumping skills. B. Stretch long rope straight on the floor. The student will follow teacher's directions. 1. Can you walk along the rope both forward and backward? 2. Show me how you can jump or hop over the rope forward and backward. 3. Show me another way to cross the rope!	4. Can you zigzag hop and jump forward and backward over the rope, the length of the rope? 5. Will you use one, two, and three body parts to cross the rope? 6. Can you crab walk the length of your rope? 7. Show me how to jump along the rope with your arms crossed! 8. Can you hop half way forward and finish backward? 9. Will you jump as high as you can back and forth across the rope? 10. How fast can you hop along the rope? 11. Can you hop and turn the length of the rope? (Right and left)

I. CONCEPT: BODY AWARENESS

SUB-CONCEPT: LOCOMOTOR

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS AND,RHYTHMS OR TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
POINTS TO STRESS: Teach students to land lightly on the ball of their feet. Vary the speed between activities. A. Use two parallel ropes approximately one foot apart and make up activities similar to the ones in B for children to follow. B. Jumping a Moving Long Rope. 1. Students should listen to the rhythm of the rope and while saying "Jump-Bounce" they pretend to jump a rope. On the word "Jump" the students should jump about four inches from the ground with their feet together. On the word "Bounce" they should take a very small bounce in place. 2. When the jumper is ready have him/her stand beside the rope and jump when it is turned over the head. 3. In order to be able to run into a turning rope the student will start the approach as the arc of the rope is on top of the	turn and run in as the rope hits the ground in front of him/her. 4. Learning to turn a long rope is difficult. The turner should stand so that the rope touches the ground three feet in middle as they turn. The turner should use the entire arm when turning a long rope. 5. Jump the Shot - Swing on 8 foot rope around your body in a circle so that student standing in that circle can jump the rope. A beanbag or some other weight is helpful in making rope stay near the floor and turn easier.

1. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: DIRECTION AND SPACE

OBJECTIVE: THE STUDENT WILL BE ABLE TO DISTINGUISH DIRECTION, MAKE SPATIAL JUDGEMENTS AND SOLVE SPATIAL PROBLEMS.

ACTIVITIES	ACTIVITIES
DIRECTION AND SPACE ACTIVITIES SKILL: DISTINGUISHING DIRECTIONS; MAKE SPATIAL JUDGEMENTS; SOLVING SPATIAL PROBLEMS AREA: CLASSROOM, AUDITORIUM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None A. Can you point: In front of you? In back of you? To the side of you? To the top of the room? To the bottom of an object? B. Can you point: Over the door? Below the window? Under the chair? Between the desks? Under the desks? Between the trees?	Under your foot? Over your shoulder? Above the picture? Below the chalkboard? Over the wastebasket? Over my head? Between the goal post? C. Can you move a body part in a specific direction? Can you put your finger up? Put your head down? Teacher directs children to move assigned parts in a specific direction. Put your arms between your legs. Put your finger under your feet. Put your elbows below your hips. Put your feet over your head. Put your arms in back of you. Put your hands in front of you. Put your arms in back of your legs. Put both hands on the same side of you. Point both hands to one side of you.

1. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: DIRECTION AND SPACE

OBJECTIVE: THE STUDENT WILL BE ABLE TO DISTINGUISH DIRECTION, MAKE SPATIAL JUDGEMENTS AND SOLVE SPATIAL PROBLEMS.

ACTIVITIES	ACTIVITIES
D. Teacher will call certain objects and student answer in spatial terms how they relate to his/her distance from the object. Can you tell me what distance you are from the waste basket? Child will move to places in the room and identifies his/her position in spatial terms to objective such as, "I am standing near the desk" or "I am far away from the waste basket." E. Fit your obstacle course so that children have to go over, under, around and through the obstacles. F. Child will move on command and follow the specific patterns with a given space. 1. Can you run forward four steps and walk backward five steps? 2. Can you put both feet together and jump to one side?	3. Can you move close to me then far away from me? 4. Can you move with a partner and go from the front of the room to the rear of the room? G. Have children jump on trampoline and state the direction he/she is jumping.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BALANCE

OBJECTIVE: STUDENT WILL BE ABLE TO SUSTAIN CONTROL OF HIS/HER BODY.

ACTIVITIES	ACTIVITIES
BALANCE ACTIVITIES SKILL: BALANCE AREA: CLASSROOM, AUDITORIUM, OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered, each child selects a space. A. Can you raise one hand in the air? Alternate the hands? B. Can you raise one leg in the air? Alternate the legs? C. Can you raise right arm and right leg in the air? Alternate the arms and legs? D. Can you raise left arm and left leg in the air? Alternate the arms and legs? E. Can you raise the left arm and right leg, slowly?	Ask the children to stand erect and then ask the following: A. Can you swing each arm forward then backward? B. Can you swing the arms in unison? C. Can you swing the arms in opposition? D. Can you swing each leg forward then backward?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BALANCE

OBJECTIVE: STUDENT WILL BE ABLE TO SUSTAIN CONTROL OF HIS/HER BODY.

ACTIVITIES	ACTIVITIES
"LADDER HOP" SKILL: BALANCE AREA: CLASSROOM OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: Ladder or ropes placed to resemble ladder on floor or court. FORMATION: 4 or 5 per ladder Ask the students: A. Can you hop on your left foot over the rungs? Right foot? Both feet? B. Can you balance on your tip toes while I count to ten? C. Can you stand on the right foot, holding the left up, while we count to five? The left foot? D. Can you bend over and walk like an elephant, clasping your hands?	E. Can you close your eyes and stand on one foot? The other foot? F. Can you stand on your tiptoes with eyes closed, and stretch to the sky while we count to five? G. Can you fold your arms, close your eyes and stand on your right foot while we count to five? Your left foot?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BALANCE

OBJECTIVE: STUDENT WILL BE ABLE TO MAINTAIN BALANCE WHILE PARTICIPATING IN BALANCE BEAM ACTIVITIES.

ACTIVITIES	ACTIVITIES
BALANCE ACTIVITIES SKILL: BALANCE AREA: CLASSROOM, AUDITORIUM, PLAY AREA PLAYER: Unlimited EQUIPMENT: Balance Beams FORMATION: 4 or 5 per balance beam DESCRIPTION: Teacher will ask the children to perform on the balance beam: A. Can you walk across the balance beam putting one foot in front of the other, heel to toe? Can you look at the end of the beam while walking? B. Can you walk slowly across the beam? C. Can you walk sideways across the board letting the right side lead? D. Can you walk backward across the beam? (Caution the children to walk slowly.)	E. Can you walk to the middle of the beam, turn half way around and walk back to the starting end? F. Can you walk to the middle of the beam, turn half way around and continue to the the end walking backwards? G. Can you walk across the beam with your hands in the air? H. Can you walk across the beam with your hands clasped behind you? I. Can you walk across the balance beam with your arms folded on your chest? J. Can you walk backward across the balance beam with your arms folded on your chest? K. Can you walk across the balance beam with an eraser on your head. L. Can you walk backward across the balance beam with an eraser on your head?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
"FOLLOW THE LEADER" SKILL: MOVEMENT AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Single lines DESCRIPTION: The teacher appoints one child to be the leader of each squad of 4 or 5. The followers line up behind the leader and then must duplicate each action done by the leader. It is important that the leader keeps the line moving and uses many different, interesting tasks. The leader should use a variety of locomotor movements, animal walks, and stunts. The teacher encourages movements that involve changes in speed, intensity, posture and direction. Several groups should be formed when the group is large.	"LOG ROLL" SKILL: BALANCE AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: None DESCRIPTION: Student will lie face down on mat, place palms of hands together over head with arms straight. Student will roll full length of mat keeping body straight. The teacher asks: Can you roll all of the way down the mat?

I. CONCEPT: PERCEPUTAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
"PUSH-PULL"	"PARTNER GET-UP"
SKILL: BALANCE	SKILL: BALANCE
AREA: CLASSROOM, PLAY AREA	AREA: CLASSROOM, PLAY AREA
PLAYERS: Unlimited	PLAYERS: Unlimited
EQUIPMENT: None	EQUIPMENT: None
FORMATION: None	FORMATION: None
DESCRIPTION: Two students sit down facing each other with soles of feet touching and their legs flexed, the children lean forward and grasp each other's hands. They push and pull with opposing hands and arms. The teacher asks, "Can you push-pull each other?"	DESCRIPTION: Two children assume a seated position, back to back. They interlock elbows and then push against each other until they achieve a standing position (elbows still interlocked). The teacher asks, "Can you and your partner stand up while keeping your elbows locked?"
VARIATION: Ask students to place their hands on floor near hips. The teacher asks, "Can you push-pull with your feet?" (They will execute the same movement this time with their feet.)	VARIATION: The children start from a standing position, sit down with locked elbows, and then try to get up.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

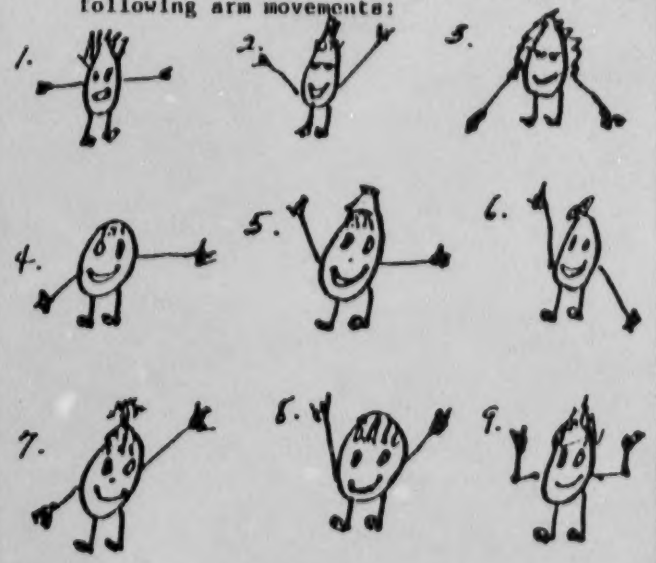
OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
"WRING THE DISH RAG" SKILL: BALANCE AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: None DESCRIPTION: The partners stand face to face and clasp each other's hands. They continue to hold hands while swinging their arms upward to one side. This will cause their bodies to turn around, and they keep on turning under their arms until they have returned to the starting position. The children must swing their arms in the same direction. The teacher asks, "Can you and your partner swing your arms and turn yourself around?"	"ONE, TWO, WHAT CAN YOU DO?" SKILL: MOVEMENT AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Circle DESCRIPTION: The children form several small circles. One child is selected to be in the middle. S/he spins around with his eyes closed, pointing with his/her finger. As s/he spins s/he says, "One, two, what can you do?" , and stops on the word "do." The player to whom s/he is pointing must answer, "I can hop (or leap or crabwalk or push-up) The center player then says, "If s/he can do it, so can we, get ready to go when I count three - one, two, three." 0-3 everyone performs the specified activity. The player choosing the activity becomes the new leader.

1. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
"DO THIS, DO THAT" SKILL: MOVEMENT AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: None DESCRIPTION: This game is not only enjoyable for children, but also may be valuable aid to the teacher in identifying children with perceptual-motor learning disabilities. The children stand facing the leader. The leader changes the position of his/her body or moves any part of his/her body and says, "Can you do this?" Immediately, the others assume the same position. If the leader changes position and says "Can you do that?" Any player copying the action must be seated. The object is to see which child can remain standing for the longest time. However, the teacher should find ways to quickly include	those who have been eliminated in order to maintain interest and to assist those children having difficulty. It may be necessary, at times, to help some children decide that they have been eliminated. While playing Do This, Do That, have children imitate the following arm movements: 

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
"SIMON SAYS" SKILL: MOVEMENT AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: None DESCRIPTION: The children stand facing the leader. The leader gives various commands involving body movement. The leader obeys all of his commands, but other players comply only when the commands are preceded by the words "Simon Says." For example, the leader calls, "Simon says, touch your toes" and executes the command himself. All other players should quickly comply. If the leader calls "Squat down" (the leader obeys) the others should not move. Those who err are eliminated. Once again, the teacher should find ways to quickly include these children. For example the first child caught move to a designated corner or location in the room, then move to a second location when the next child is caught	move to the first location. The first ones eliminated may return to the game when the third player or group of players are eliminated. Thus, there is a continued rotation. This game also can be used as a way to identify children with perceptual-motor learning disabilities. Some children have difficulty locating and identifying body parts. As the children are participating in the game the following commands can be given: Touch your nose; touch your shoulder; touch your ears; touch your shoulders; touch your nose, touch your ankles; touch your elbows, etc.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
"BUSY BEE" SKILL: MOVEMENT AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Match each child with a partner DESCRIPTION: After selecting a leader, match each child with a partner. Partners follow the directions called out by the leader, for example: Can you put your hands, hand to hand? Elbow to elbow? Toes to toes? Back to back? Face to Face? etc. When the leader calls "Busy Bee," s/he quickly gets a partner as everyone attempts to find a new partner. The one without a partner becomes the new leader.	

1. CONCEPT PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: FORM PERCEPTION

OBJECTIVE: STUDENT WILL BE ABLE TO IDENTIFY SHAPES UPON REQUEST, AND PARTICIPATE IN ACTIVITIES INVOLVING SHAPES.

ACTIVITIES	ACTIVITIES
"GEOMETRIC HOPSCOTCH" SKILL: HOPPING AREA: PLAY AREA PLAYERS: Unlimited EQUIPMENT: Hopscotch painted on hard surface 3' x 10 Small shapes cut from rubber. FORMATION: Scattered DESCRIPTION: Students will identify shapes when presented by teacher. The teacher asks: Can you tell me what shape this is? Who can tell me what shape this is? Teacher will give student a wooden shape and ask student to name it and throw the shape to the proper shape and hopscotch. Student then hops to the proper shape and back. The teacher asks: Can you throw a shape to the proper shape on the hopscotch?	Can you hop there and back? **If your principal will put in a work order with the maintenance department, they will come out and paint this design (or others) on your basketball court. To teach concept of left and right have student hop on right foot through the hopscotch then hop back on the left foot. The teacher asks: Can you hop on your right foot through the hopscotch and back? Left foot? To teach number concept have student hop to shape and identify number. The teacher ask: Can you hop to the _____ and tell me the number in that shape?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: FORM PERCEPTION

OBJECTIVE: STUDENT WILL BE ABLE TO IDENTIFY SHAPES UPON REQUEST, AND PARTICIPATE IN ACTIVITIES INVOLVING SHAPES.

ACTIVITIES	ACTIVITIES
"HOKEY POKEY" (with hoops) SKILL: COORDINATION AREA: LARGE SPACE INDOOR OR OUTDOOR PLAYERS: Unlimited EQUIPMENT: Hulahoop for each student. Hokey Pokey Record. FORMATION: Scattered DESCRIPTION: Student perform Hokey Pokey and place hoop on part of body as it is mentioned in song. "CRAWL A SHAPE" SKILL: CRAWLING AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited	EQUIPMENT: Free standing cut-out shapes of wood or boxes with shape cut in sides. FORMATION: Lines of 3 or 4 DESCRIPTION: Children respond to teacher's directions. Can you crawl in the square and out through the circle? "FIND A SHAPE RELAY" SKILL: RUNNING AREA: LARGE AREA SUCH AS EMPTY CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: A container for each relay team. Blocks of different shapes. FORMATION: Scattered

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: FORM PERCEPTION

OBJECTIVE: STUDENT WILL BE ABLE TO IDENTIFY SHAPES UPON REQUEST, AND PARTICIPATE IN ACTIVITIES INVOLVING SHAPES.

ACTIVITIES	ACTIVITIES
DESCRIPTION: Teacher calls out: Can you find blocks that are the shape of a triangle? "Ready, set, go!" children rush to pick up only one block at a time, and brings it to the container in the front of his/her team, tags the next player and goes to the end of the line. VARIATION: The first two students in the line pick up only circles and the second student pick up squares, etc. "ROPE A SHAPE" SKILL: COORDINATION AREA: CLASSROOM OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: One rope per child FORMATION: Scattered DESCRIPTION: Each child when directed by the teacher will make a shape on the floor and then will work on the shape. The teacher asks:	Can you make a square with your rope? Now can you walk around that square?

I. CONCEPT: PERCPETUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: AUDITORY DISCRIMINATION ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO DISCRIMINATE AND NAME VARIOUS SOUNDS WITHOUT USE OF VISUAL CLUES.

ACTIVITIES	ACTIVITIES
"BOUNCING BALL" SKILL: IDENTIFICATION AREA: CLASSROOM OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: One Utility Ball FORMATION: Circle DESCRIPTION: Ask student to sit in a circle with the teacher or leader in the middle. The leader bounces the ball a number of times. Students must identify number of times the ball is bounced by standing and doing the jumping jacks that many times. The teacher asks: Can you tell me how many times I bounced this ball by standing and doing that many jumping jacks?	"GOOD MORNING" SKILL: AUDITORY DISCRIMINATION AREA: CLASSROOM PLAYERS: Unlimited EQUIPMENT: None FORMATION: Class members sit in their desks. One person in front of everyone and their back to the class members. DESCRIPTION: Select a student to go to the front of the room and stand with his/her back to the other children. The teacher designates another student to advance to the standing child, tap him/her on the back and says Good Morning, (name) ." (Use childs real name). Without turning around, attempt to guess the name of the child that tapped him/her. If s/he who gets only three chances, can name the child who tapped him, then (name) can remain in the front of the room. If s/he fails to guess correctly, then (name) must return to

. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: AUDITORY DISCRIMINATION ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO DISCRIMINATE AND NAME VARIOUS SOUNDS WITHOUT USE OF VISUAL CLUES.

ACTIVITIES	ACTIVITIES
his/her seat, and the person doing the tapping will be the new leader. "SOUND IDENTIFICATION" SKILL: AUDITORY DISCRIMINATION AREA: CLASSROOM PLAYERS: Unlimited EQUIPMENT: A stand with two six foot stove pipes FORMATION: Single lines DESCRIPTION: The teacher stands behind the stove pipe and drops a ball into the tops of one of the pipes. The student listens for the rolling ball, and catches it as it rolls from lower end of one of the pipes. Auditory Discrimination is reinforced if this is repeated several times. Student's are busy at a variety of other stations	

1. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: SPATIAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEVELOP AN AWARENESS OF HIS/HER SPACE IN RELATION TO OTHERS.

ACTIVITIES	ACTIVITIES
"CIRCLES" SKILL: JUDGMENT IN SPACING AND TIMING AS WELL AS LOCOMOTOR SKILLS OF WALKING, JUMPING, ETC. AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: A short rope for each student FORMATION: Set up four groups of imaginary circles on the floor with six to eight ropes in a circle. Have one student to each rope. DESCRIPTION: The problem is spacing. Student must develop awareness of where to speed up and slow down to keep an even distribution around the circle. The teacher gives commands: 1. Can you move forward, backward and sideward over the ropes? 2. Can you go over each rope a different way? 3. How high can you get into the circle and back to place. The first one seated upright	and motionless is declared the winner. Different kinds of locomotor movements can be specified, such as skipping, galloping, walking, etc. After a period of play, leave the markers on the floor and have the students move one place to the left. VARIATIONS: Use shapes, instead of colors. Use a circle, triangle, square, rectangle, star, diamond. Use numbers.

1. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP AN AWARENESS OF THE HANDS WORKING TOGETHER, SEPARATELY, AND IN VARYING DEGREES OF UNITY, AS WELL AS, MAINTAINING BALANCE, AGILITY AND DIRECTIONALITY WHILE PARTICIPATING IN ACTIVITIES REQUIRING EYE-HAND COORDINATION.

ACTIVITIES	ACTIVITIES
"DEVELOPMENTAL BEANBAG ACTIVITIES" SKILL: EYE-HAND COORDINATION, THROWING, CATCHING, VISUAL ADAPTATION TO SPEED AND LOCATION AREA: CLASSROOM, GYMNASIUM OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: Beanbag for each individual DESCRIPTION: Each student will perform a task with a beanbag upon commands given by the teacher. These tasks should be phrased in an indirect manner through questions such as: Can you... Could you... Who can... Let's see it ... Try to.... How much.... How can you... Find a way.. If you.... Should you.. Will you.. What other way... 1. Walk in single circle formation with beanbag on head. (Run, skip, hop, march and duck walk.)	2. Hold beanbag in right hand, raise hand over and behind head, drop beanbag to left hand which is behind back waist high. 3. Stand astride, right arm sideways holding beanbag, drop, twist, to catch with left hand without moving feet. 4. Stand astride, with beanbag on head. Tilt head forward, keep knees straight and feet still, pick up beanbag. 5. Hold beanbag chin level. Allow to drop-catch in full knee bend position before it hits the floor. 6. Stand astride with beanbag on head. Tilt head backwards allowing beanbag to fall to floor. Retrieve beanbag between legs keeping knees straight. 7. Face center, throw beanbag into the air, execute following activities before catching: Clap hands once.

1. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP AN AWARENESS OF THE HANDS WORKING TOGETHER, SEPARATELY, AND IN VARYING DEGREES OF UNITY, AS WELL AS, MAINTAINING BALANCE, AGILITY AND DIRECTIONALITY WHILE PARTICIPATING IN ACTIVITIES REQUIRING EYE-HAND COORDINATION.

ACTIVITIES	ACTIVITIES
Clap hands twice, etc. Touch knees Touch toes Clap hands behind back Clap hands behind back then front Slap thighs Make a 360° turn Throw while standing, sit to catch Throw while standing, lie down to catch 8. Throw to self and catch-between throwing and catching do "Morning Clean up." Wash hands Wash face Wash neck Put on shoes Brush teeth, etc. 9. Throw to self and catch With legs crossed On one foot Kneeling Sitting (While doing so execute items from #7 to #8.)	10. Hands and knees on floor with beanbag on small of back, without moving hands or knees, shake beanbag off. 11. Cross legs, sit with beanbag on head. Get up without using hands or knees and not losing beanbag. 12. Stand on one leg with beanbag in hands. Slowly place beanbag on floor without losing balance. Place hands on each side of beanbag, bend arm slowly to touch beanbag with forehead. 13. Place beanbag between feet, "jump" beanbag to hands. 14. Place beanbag on instep- toss beanbag to self. 15. Place beanbag on instep-toss beanbag and balance on top of head. 16. Place beanbag on instep-toss beanbag to partner.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP AN AWARENESS OF THE HANDS WORKING TOGETHER, SEPARATELY, AND IN VARYING DEGREES OF UNITY, AS WELL AS, MAINTAINING BALANCE, AGILITY AND DIRECTIONALITY WHILE PARTICIPATING IN ACTIVITIES REQUIRING EYE-HAND COORDINATION.

ACTIVITIES	ACTIVITIES
17. In pairs, one holds beanbag at arms length and releases it at anytime. Partner stands with one hand above beanbag and tries to catch it before it reaches the floor. "BEANBAG THROW" SKILL: EYE-HAND COORDINATION, THROWING FOR ACCURACY AREA: CLASSROOM, GYMNASIUM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: Beanbag for each student and targets of various shapes and sizes. (Box, waste basket, hoops, bicycle tire, bowling pins, or barrels.) FORMATION: Scattered DESCRIPTION: The students stand behind a line with a target six feet away and follow commands of teachers on ways to throw at target.	1. Can you throw the beanbag underhand with both hands and hit the target. 2. Show me how to throw with one hand underhand. 3. Who can throw overhand and hit the target? 4. Can you move ten feet away and still hit the target? 5. Show me another way to throw at the target.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING, AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"BEANBAG" SKILL: EYE-HAND, EYE-FOOT COORDINATION AREA: BASKETBALL COURT, PLAY AREA, CAFERTORIUM EQUIPMENT: 1 beanbag per child FORMATION: Scattered ALONE 1. Use locomotor movements to maneuver between bean bags. 2. Draw circles or letters in the air with a beanbag in one hand. 3. Throw beanbag up and catch. 4. Throw, step, and catch the beanbag. 5. Throw up, clap hands, and catch beanbag. 6. Throw and catch while walking or running. 7. Throw, jump, and catch beanbag.	8. Throw bag with right hand, catch with left, and vice versa. 9. Throw beanbag for distance. 10. Throw a beanbag at or into an object. 11. Throw from one hand to the other overhead. 12. Throw back overhead, turn to catch beanbag. 13. Throw the beanbag up under alternate legs and catch. 14. Crouch; jump with beanbag held between feet. 15. Beanbag on floor-jump or hop over it, forward, backward, sideward, and so on. 16. Jump for distance over beanbag. 17. Drop bag to the right side, reach with left hand to catch it, and reverse (both sitting and standing.)

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING, AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
18. While standing, throw the beanbag with one foot and catch. 19. Lie on back, drop bag overhead with feet, stretch and pick it up. COUPLE ACTIVITIES 1. Throw underhand to partner. 2. Throw with right hand to partner, who catches with right hand; reverse hands. 3. Throw and catch with partner while walking and running. 4. Throw to partner a certain number of times and exchange places. 5. Sit on floor with beanbag on feet, throw in front for partner to catch. 6. Sit on floor, throw bag overhead for partner to catch. 7. Student throws beanbag up with his/her feet and partner catches it.	

I. COPICEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP AN AWARENESS OF THE HANDS WORKING TOGETHER, SEPARATELY, AND IN VARYING DEGREES OF UNITY, AS WELL AS, MAINTAINING BALANCE, AGILITY, AND DIRECTIONALITY WHILE PARTICIPATING IN ACTIVITIES REQUIRING EYE-HAND COORDINATION.

ACTIVITIES	ACTIVITIES
"BALLOONS" SKILL: EYE-HAND COORDINATION, VISUAL JUDGMENT OF SPEED AND LOCATION AREA: CLASSROOM GYMNASIUM EQUIPMENT: Balloon for each student PLAYERS: Unlimited FORMATION: Scattered DIRECTION: Students are in scattered formation with an inflated balloon. Students will perform activities on command of teacher. 1. Can you hit the balloon with your open hand (hands)? 2. Can you use another part of your body to hit the balloon? 3. How many different parts of your body can you use to keep the balloon in the air? 4. Show me how long you can keep the balloon in the air?	5. Can you hit the balloon and walk (run, gallop, skip, slide, and leap) at the same time? 6. How far can you hit the balloon? 7. Can you hit the balloon against the wall? 8. How many times can you hit the ball using your hand? 9. Show me how many ways you can hit the balloon to a partner?

I. CONCEPT: PERCEPUTAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING, AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"CIRCLE KICK BALL." SKILL: KICKING A STATIONARY AND MOVING BALL AREA: LARGE OPEN IN-DOOR AREA, PLAYGROUND PLAYERS: 6 to 8 per circle EQUIPMENT: 10" Utility Ball FORMATION: Arrange players in circles. One player is given a ball which is placed on ground in front of kicking foot. On teacher's signal, ball is put into play by kicking it toward another player in the circle. All players are given a turn to kick the ball, each kicker trying to kick the ball toward another player. Other players try to avoid letting the ball go between their legs or out of the circle. If a player fails to stop the ball, s/he retrieves it and puts it back in play. Ball must be kicked in the circle. The player permitting the ball to go out is only player allowed to leave circle.	"WALKING ON THE LINES ON THE FLOOR" SKILL: BALANCE AREA: INSIDE, BASKETBALL COURT EQUIPMENT: Tape, rope or chalk if no lines on the floor. FORMATION: Scattered on lines. WALKING FORWARD 1. Ask children to pick a line or crack on the floor and stand on it with the toes and heels of both feet on the line. Ask them to try to see if they can walk with balance on the line, keeping the same foot forward. Suggest the students put their arms out to the side. 2. Try walking, alternating the lead foot.

I. CONCEPT: PERCEPUTAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING, AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
Suggest that students keep their eyes ahead on the line, rather than looking down at the feet. 3. Ask them to try walking on their tiptoes and then only on their heels, staying always on the line. 4. Ask them to walk the line as tall and straight as they can, and then try walking with the knees slightly bent. 5. Ask students to try walking forward with the arms in different positions; (straight down at the sides; straight up overhead; folded across the chest; straight out to the sides) WALKING BACKWARD Ask students to stand on a line (lines may be made with tape of chalk.) Ask them to walk backward on the line keeping the same foot in the lead. Try it with the other foot in the lead. Then try walking backward in the normal manner. Ask them which way seemed more difficult, walking forward or backward.	Ask students to try walking backwards with the variations mentioned under walking forward: (1) on toes and then on heels (2) knees slightly bent and knees straight; and (3) different arm positions. WALKING SIDEWARD Ask students to stand on a line on the floor. Ask students to try sliding along the line sideways on the part of the feet they think will work best to keep the body balanced. Ask them to try walking to the side, crossing one foot over the other. Try walking to the side in the other direction. Ask students to try sliding sidewards with the variations mentioned under walking forward: (1) on toes and on heels; (2) knees slightly bent and knees straight; and (3) different arm positions.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE - STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT.)

ACTIVITIES	ACTIVITIES
"BALANCE BEAM OR WALKING BOARD" SKILL: BALANCING AREA: INSIDE PLAYERS: Unlimited EQUIPMENT: Low balance beam or walking board. FORMATION: Small groups. A focal point should be established to keep students looking straight ahead and prevent him/her from looking at their feet. A. Walking Forward - eyes on the far end of beam. Ask students: 1. Can you walk with arms straight out to the sides? 2. Can you walk with arms held down against the sides of the body? 3. Can you walk with arms straight out in front of the body?	4. Can you walk with arms straight up overhead? 5. Can you walk with arms folded across the chest? 6. Can you walk with hands held together behind the back? 7. Can you walk with hands held together behind the neck? 8. Can you walk on tiptoes? 9. Can you walk on your heels? 10. Can you walk with right foot always in front? 11. Can you walk with left foot always in front? 12. Can you walk to the center, balance on one foot and then continue forward to the end.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE - STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT).

ACTIVITIES	ACTIVITIES
13. Can you walk to the center, turn around, and continue forward to the end. 14. Can you walk to the end, turn around, and return to the beginning point? 15. Can you walk with a beanbag or eraser balanced on the head? 16. Can you walk with a beanbag or eraser balanced on the back of each outstretched hand? 17. Can you walk to the center, kneel on one knee, rise, and continue forward to the end? 18. Can you walk on hands and feet, like a "catwalk?"	B. Walking Backward: 1. Ask students the questions under the "walking forward" section. 2. Can you walk with eyes closed? 3. Can you walk to center of beam, turn around and walk back? C. Walking Sideward (Sliding): 1. Ask students some of the same questions in the "walking forward" section. 2. Can you walk leading with the right foot the full length of the beam and return leading with the left foot? 3. Can you walk to the center of the beam, turn and walk forward to the end? 4. Can you walk leading with the left foot to the center of the beam, turn around to lead back with the right foot?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE -STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT).

ACTIVITIES	ACTIVITIES
5. Can you walk to the center of the beam and then turn and walk backward to the end. 6. Can you walk alternating the lead foot with a crossover step? 7. Can you walk leading with right foot to center, turn and walk backward to the end; come back to the center walking forward, turn to slide, leading with the left foot to the end? D. Balance. 1. Maintain balance on the board and catch a ball; bounce a ball; identify body parts. 2. Walk to center of beam and carry a weighted object in one hand to the end of beam (a bucket, book, etc.). 3. Walk to the center of the beam, step over a stick held knee high and continue to end of beam.	4. Walk backward on the beam, hold arms outward, palms up and palms down. "FLAT LADDER WALKING" SKILL: BALANCING, SPACE AWARENESS AREA: INSIDE PLAYERS: Unlimited EQUIPMENT: Flat Ladders. FORMATION: Small groups. On the sides of the ladder, ask students any of the questions listed under Walking Forward, Backward or Sideward on the balance beam. 1. Can you walk with one foot on each side? 2. Can you walk up one side, cross over and come back on the other side?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE - STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT).

ACTIVITIES	ACTIVITIES
3. Can you walk with one foot and one hand on each side? On the rungs of the ladder ask students any of the following questions under Walking Forward, Backward or Sideward on the balance beam. 1. Can you walk on the rungs and return on one of the sides? 2. Can you walk up the rungs and return with one foot on each side? 3. Can you walk on the rungs and return with one foot and one hand on each side? 4. Can you walk forward on the rungs, return sideward on the right side leading with the right foot. 5. Can you walk backward on the rungs, return sideward on the left leading with the left foot?	In the spaces between the rungs ask students any of the questions under Walking Forward, Backward or Sideward on the balance beam. 1. Can you hop over the rungs on the right foot going up and on the left foot coming back? 2. Can you jump over the rungs? 3. Can you leap over the rungs? 4. Can you hop over the rungs? VARIATIONS: 1. Raise one end of the ladder about one foot to make an incline. 2. Prop the ladder (or two children hold it) up on its side. Ask students "Can you go through the spaces between the rungs?" 3. Partner stunts with one child walking on each side of the ladder.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE - STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT).

ACTIVITIES	ACTIVITIES
"BALANCE BOARDS" SKILL: BALANCING AREA: INSIDE PLAYERS: Unlimited EQUIPMENT: Balance Boards FORMATION: Small Groups. If there is not a balance board for each child, it is suggested that some of the children work on the mats or the "canstilts" stations. Change stations every 4 or 5 minutes. Keep the board level between or during each of the following stunts. Ask students: 1. Can you touch the right edge of the board to the floor? 2. Can you touch the left edge of the board to the floor?	3. Can you touch the front edge of the board to the floor? 4. Can you touch the rear edge of the board to the floor? 5. Can you balance while moving arms up? to the right? to the left? to the back? in front of you? 6. Can you balance while touching different body parts? (eyes, knees, ankles, etc.) 7. Can you place a beanbag or an eraser on the board between the feet and bend down to pick it up? 8. Can you twist to the side, so that the top board turns on the bottom board? 9. Can you stand on one foot on the board?
172	173

1. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE - STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT).

ACTIVITIES	ACTIVITIES
VARIATIONS: 1. Static balancing on the cans frees the hands to do many of the stunts mentioned on the balance board, i.e., arms in different positions; touching body parts, picking up objects on the floor, throwing, catching, etc. 2. Balance on one foot on one can. 3. Balance a beanbag or an eraser on the head as you walk.	

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE - STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT).

ACTIVITIES	ACTIVITIES
VARIATIONS: 1. Partner activities exchanging beanbags or sponge balls. 2. Use a round dowel stick (wand, broom stick, etc.) as the bottom board. "CANSTILTS" SKILL: BALANCE, SPACE AWARENESS, COORDINATION AREA: INSIDE PLAYERS: Unlimited EQUIPMENT: Canstilts FORMATION: Scattered Directions for making canstilts are in the "Homemade Equipment" section. To walk on the "canstilts," tell students to place the foot on the top of the can in the center of the string loop and pull up on the string to	to keep the can under the foot. After mastering the ability to walk forward, ask the students: 1. Can you walk backward? 2. Can you walk sideward leading left, then right? 3. Can you jump? 4. Show me how to turn around in place with tiny steps. 5. Can you walk up a step, turn around and walk down? 6. Will you walk in the spaces between the rungs of a flat ladder? Ask the students to create their own stunts once they get the feel of the can as part of the feet.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"KICKING A STATIONARY OR MOVING OBJECT" SKILL: EYE-FOOT COORDINATION AREA: PLAYGROUND OR CLASSROOM PLAYERS: Unlimited EQUIPMENT: Balloons, Various Size Balls, Lines on Floor, Markers. FORMATION: Column Have a balloon/ball for each student. Ask student to kick the balloon/ball in response to teachers command, using first right foot then left. 1. Show me how high/far you can kick the balloon/ball. 2. Can you walk/ skip/gallop around your balloon/ball? 3. Would you jump over your ballon/ball? 4. Show me other ways to jump over ballon/ball.	5. Can you kick the ballon/ball along a line on the floor? 6. Can you kick the balloon/ball to a friend? "FOOT PRINTS" SKILL: HOPPING, BALANCE, DIRECTIONALITY AREA: CLASSROOM, PLAYGROUND, BASKETBALL COURT PLAYERS: Unlimited EQUIPMENT: Foot Print Patterns on floor, court or on plastic or rubber mat. FORMATION: Column Have students stand in foot prints and hop the patterns going from simple to more complex patterns as the students improve.

173

1. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"STRETCH ROPE" SKILL: EYE-FOOT COORDINATION, JUMPING, STRETCHING AND BENDING AREA: IN-DOOR OR OUT-DOOR, PLAY AREA PLAYERS: Unlimited EQUIPMENT: One stretch rope for every three or four students. FORMATION: Scattered Rope can be made by joining rubber bands or using 3/4" white elastic tape. There should be a holding loop on each end and each rope should be long enough to stretch 30' to 40feet. The children have little fear of hitting or tripping on this rope because of its flexibility. INSTRUCTIONAL PROCEDURES: 1. Two or more children need to be rope holders while the others are jumping.	2. Many variations can be achieved with the magic ropes by varying their height and by raising and lowering opposite ends of the rope. 3. The jumping activities are strenuous therefore alternate between jumping activities and those activities that involve crawling under the ropes, etc. 4. Emphasize to the class that they should concentrate on not touching the rope. The magic ropes can help develop the child's perception of his body in space if he regards the rope as an obstacle to be avoided. 5. Better use can be made of the ropes using an oblique approach, which involved starting at one end of the rope and progressing to the other end using jumping and hopping activities, etc. By comparison, the straighton approach allows the child to jump the rope only once.
180	181

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
6. A total of eight ropes is needed for a class, two to each squad. Squads make excellent groups for this activity, as the leader can control the rotation of the ropeholders. 7. The child next in turn should begin his/her movements when the child ahead is almost to the end of the rope. SINGLE ROPE ACTIVITIES: Start the ropes at a 6" height and raise them to add challenge. Ask students: 1. Can you jump the rope? 2. Can you hop over the rope? 3. Can you jump the rope and perform various body turns while jumping? 4. Can you change body shapes and sizes while jumping? 5. Can you crawl under the rope? Slide? 6. Can you crouch jump over the rope?	7. Can you jump up and touch the rope with your forehead? 8. Can you "Limbo" under the rope without touching the floor with the hands. 9. Can you jump the rope backward without looking at it? 10. Can you perform a scissors jump over the rope? DOUBLE ROPES: Vary the height and spread of the ropes. 1. Ropes parallel to each other: a. Can you jump in one side and out the other? b. Can you hop in one side and out the other? c. Can you crouch-jump in and out? d. Can you walk like various animals in and out of the ropes. (Duck, kangaroo, etc.)

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
e. Can you jump or leap over one rope and land on the other rope. 2. Ropes crossed at right angles to each other. Ask students the same questions as in #1.	

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"KICKING BALL" SKILL: EYE-FOOT COORDINATION AREA: INDOOR AND OUTDOOR PLAY AREA PLAYERS: Unlimited EQUIPMENT: Assorted Balls (Yarn, sponge, beach ball, plastic and rubber utility of all sizes) FORMATION: Scattered DESCRIPTION: Let students try anyway that they choose to move the ball with their feet. The only rule is that no hands can touch the ball. Caution students about avoiding collisions, controlling ball with their feet and keeping their hands off the ball.	"KEEP IT UP" SKILL: KICKING AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: One balloon for each child FORMATION: Scattered DESCRIPTION: Give each child a big round balloon and tell them to spread out anywhere in the available play space. The object of this game is to see how long the children can keep the balloon off the floor with the feet. VARIATIONS: Partner keep it up. Any part of the body, except the hands, allowed to keep the balloon off the floor.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"FOOT AND BALL" SKILL: EYE-FOOT COORDINATION AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: Rubber Balls FORMATION: Scattered DESCRIPTION: Ask the children to spread out double arms distance apart and to put the ball on the floor between their feet. Ask them to try to keep the ball in their own personal space and then ask the following: Can you roll the ball back and forth under the sole of your right foot? Left foot? Show me how to roll the ball in a small circle with the heel of your left foot? Right foot? Can you roll the ball in a small circle with the toe of your right foot? Left foot?	Can you tap the ball back and forth between the inside edges of your feet? Can you jump over the ball? Can you roll the ball around in a circle around your body? What else can you do with the ball using your feet in your own personal space? POINTS TO STRESS: Tell students who have difficulty controlling the ball to keep their eyes on the ball. Identify the proper body part to move. Stay in your own personal space. Student should not look down at their feet.

1. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"CONTROL BALL" SKILL: BALL MANIPULATION WITH THE FEET AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: One ball for each child FORMATION: Scattered DESCRIPTION: Have the students to sit down right where they are and put the ball on the floor between their legs. Tell them that you are going to ask them to try to do some things to show how well they can control the ball with their feet as they are moving in general space. Inform them that they are going to have to take their eyes off the ball once in a while in order to look up to see the other students so they do not collide. Remind them to try to go toward the open spaces. Show me how you can walk around the floor in the spaces between the balls without touching any of the balls?	Can you walk with the ball, tapping it lightly between your feet? Show me how you would slide to the right tapping the ball with the inside of the left foot? Can you slide to the left tapping the ball with the inside of the right foot? Who can roll the ball forward with one foot and stop it by placing one foot on top of it? Can you walk backwards moving the ball with you by tapping it with the heels? Show me how you kick the ball against a wall and catch it with your feet when it returns? POINTS TO STRESS: Controlling the balls. Moving the body with control to keep up with the ball while avoiding collisions.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"CIRCLE KICK" SKILL: KICKING AREA: INSIDE OR OUTSIDE PLAYERS: 5 or 7 per circle EQUIPMENT: One ball FORMATION: Circle DESCRIPTION: Have the children stand in a circle. One student stand in the center. The object of the game is for the students in the circle to keep the ball in the circle by blocking it with their feet or legs. The person in the middle tries to kick it out through the circle. It must go out of the circle below the waist of the players to count. When the ball does go out of the circle the student in the center of the circle recovers the ball and gives it to the next player to take his place being the "middle man." Each student in turn gets a chance to be in the center of the circle. The winner is the one who gets the ball out through the circle with the least number of kicks.	VARIATIONS: Use a big light beach ball. Use two balls in the circle. POINTS TO LOOK FOR: Students who have difficulty stopping the ball with the feet or legs. Visually tracking the ball. Visually steering their feet. "PARTNER KICK" SKILL: COOPERATIVE BALL MANIPULATION WITH THE FEET AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: One ball for each pair of children FORMATION: Scattered in pairs
192	193

1. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
DESCRIPTION: Ask the students to get a partner and one ball for the two of them. Tell them that you are going to ask them to try to control the ball with the feet while they are in their own personal space. Remind them that they are not to touch the ball with their hands. They should catch the ball with their feet by placing the sole of one foot in its path, so the ball will be stationary when they kick it. CAN YOU... 1. IN THE SITTING POSITION. Take the ball from your partner with your feet while he is holding the ball in the air between his feet? Roll the ball back and forth to each other with your right foot? Left? Both? 2. ON ALL FOURS. Roll the ball back and forth to each other with your right knee? Left? Roll the ball back and forth to each other with your head?	3. IN THE STANDING POSITION. Roll ball back and forth to each other using the toe of your right foot? Left? Roll the ball back and forth to each other using the heel of your left foot? Right? Roll the ball back and forth to each other using the inside edges of your right foot? Left? Roll the ball back and forth to each other using the outside edges of your right foot? Left? Stop the rolling ball with the bottom of your right foot? Left? Kick the ball against the wall so it rebounds to your partner? POINTS TO LOOK FOR: Students that have difficulty kicking the ball accurately and keeping the ball low. Also stopping the ball with control.

DUVAL COUNTY PUBLIC SCHOOLS

JACKSONVILLE, FLORIDA

PRE-KINDERGARTEN, KINDERGARTEN, FIRST GRADE PHYSICAL EDUCATION CURRICULUM GUIDE

1977-78

Herb A. Sang
Superintendent of Schools

SCHOOL BOARD

District 7
William E. Carter, Chairman

District 2
Mrs. Gene Miller

District 1
James H. Corwin, M. D.

District 3
Jack Nooney

District 4
Wendell P. Holmes, Jr.

District 5
George T. Sessions

District 6
Joseph L. Cullen

Dr. Charles H. Cline
Assistant Superintendent,
Curriculum Development

John Gellen
Director, Curriculum

Fran C. Saul
Supervisor, Elementary Physical Education

COMPILED AND WRITTEN BY

Fran C. Saul
Julie Paris, Resource Teacher

** SPECIAL ACKNOWLEDGEMENT TO: **

DR. BETTY FLINCHUM

for her expertise, advice,
and assistance in the
preparation of this guide.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

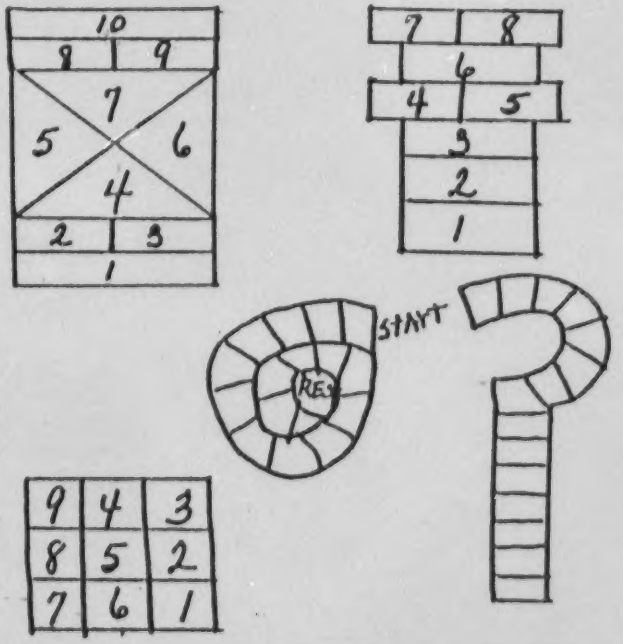
OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"STICK KICK BALL" SKILL: KICKING AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: A wand, string and a plastic ball for each pair of children FORMATION: Scattered in pairs DESCRIPTION: Tie a plastic whiffle ball on the end of a wand with some string for each pair of children. The children are to take turns holding the wand for their partner to try to kick the ball. The wand should be held stationary so that the ball swings clear of the floor. The object of the game is for the kicker to make contact with the foot to the ball four consecutive times with each foot and then alternate feet for four consecutive kicks. VARIATIONS: Partner drags the ball on the floor. Hang the balls from other objects.	POINTS TO LOOK FOR: Students who have difficulty visually tracking the ball and steering the feet. Using both feet. Working cooperatively. "COUPLE KICK BALL" SKILL: COORDINATE ALL MANIPULATIVE WITH THE FEET AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: One ball for each pair of children FORMATION: Scattered in pairs DESCRIPTION: Ask the children to get a partner and one ball for the two of them. Explain to them that they are to start walking with their partner and as they are moving they are to kick the ball back and forth with their feet. They can go as slow as they desire but they must be moving all the time. Inform the students that you will be watching to see how well they can control the ball with their feet

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
and it should help if they stop the ball first before kicking it back to their partner. Tell them to try different parts of both feet to kick the ball to their partner, to see which part of the foot works best for them. VARIATIONS: One partner stands and one partner moves in a circle around him. Use partially deflated ball to make it easier to control. POINTS TO LOOK FOR: Students who have difficulty kicking the ball accurately. Stopping the ball with the feet with control. Avoiding collisions. Working cooperatively. <u>"HOPSCOTCH"</u> SKILL: HOPPING AREA: HARD-SURFACE AREA, COURT PAINTED OR CHALKED PLAYERS: 3 or 4 per hopscotch	EQUIPMENT: One small flat beanbag, button, or other small object per player. FORMATION: Line 

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT AND EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
DESCRIPTION: There are many different hopscotch games and forms of courts. Included here are some of the more popular versions. American - This version is most often painted on playground surfaces. Player stands at "start" and tosses object into space 1, hops over his/her space and lands with left foot in space 2 and right foot in space 3. S/he then hops on one foot into space 4 and lands on two feet in spaces 5 and 6. S/he continues hopping, landing with one foot in a single space, and two feet in adjacent spaces. When s/he hops into space 10 on one foot s/he may take extra hops around on this one foot so that s/he will be positioned to start back. When s/he reaches spaces 2 and 3, s/he leans over, retrieves the object from space 1 and hops into space 1 and out. On the next turn, s/he tosses the object into space 2 avoiding landing in this space until s/he has returned. On the return s/he stops on one foot in space 3, retrieves the object from space 2 hops into space 2, then 1, then out. The first player continues, tossing into each space in turn. If the student commits a foul, s/he loses his/her turn and the next student starts. A player resumes his/her turn	where last missed. The same foot must be used for all single-space hops. First student completing the game is the winner. Fouls - Stepping on any line, tossing object on a line or into wrong space, hopping more than once in a square except where rules permit, changing feet on single hops, touching hand or other foot to court when hopping or retrieving object. French - This version is probably the most popular with students, when drawing their own diagram. Player in same manner as "American Hopscotch" hopping on one foot in a single square and two feet in adjacent squares. When landing in squares 7 and 8, the player is to turn around, start back, and jump with both feet, turns, and lands again in squares 7 and 8. Snail Hopscotch - Played without stone. First player hops on one foot around to space marked "rest", without touching any line of the court. The player may rest here on two feet, then hop back to start. I

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT AND EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
successful trip is made, this player may place his/her initials in any block except the "rest" block. Following players hop into every block except those having initials, following same procedure as first player. Each player may rest in the block which has his/her own initials. The player wins who makes the most successful trips and has more initialed blocks. Fouls - Stepping on any line, putting both feet on ground while hopping, or hopping into another's initialed block. Question Mark Hopscotch - Played in the same manner as "Snail Hopscotch." Player starts by standing in the circle, then hopping into each block of the question mark and, on his/her return, jumping with two feet into the circle. If successful, player puts his initials in any block. Square Hopscotch - Played in same manner as "Snail Hopscotch." Player starts by hopping into each successive square and back.	

I. CONCEPT: GYMNASTICS

SUB-CONCEPT: INDIVIDUAL STUNTS

OBJECTIVE: STUDENT WILL BE ABLE TO PERFORM STUNTS FOR DEVELOPMENT OF AGILITY, FLEXIBILITY, BALANCE AND STRENGTH.

ACTIVITIES	ACTIVITIES
INDIVIDUAL STUNTS 1. ELEPHANT AMBLE: Walk on hands and feet, keeping knees and arms straight. 2. INDIAN SQUAT: Children fold arms across chest, twist ankles, and drop to squatting position until almost seated. Then come to the standing position without losing balance or uncrossing feet. 3. DUCK WADDLE: Walk in deep squat position, keeping knees far apart, back straight, and head high. Bend arms and place hands on shoulders for wings. 4. FROG: Stoop and place hands on floor with arms between knees. Pushing equally with hands and feet, jump forward with a high light jump. 5. ELEVATOR: With hands on hips do a deep knee bend, keeping back straight.	6. RABBIT JUMP: Squat down, place hands on floor way out in front of feet. Jump feet to hands. Move hands out. Jump feet to hands. Jump across floor in this manner. 7. CRAB: Bend knees and squat down; reach backward putting hands on floor without sitting down. With back towards floor, walk on feet and hands. Keep knees bent and body straight from knees to head. 8. TIGHT ROPE WALKER: Walk slowly in good posture along a chalk line, arms extended sideways for balance. 9. GIRAFFE WALK: Raise arms high over head. Lock thumbs and point finger tips forward to represent the head of the giraffe. Tiptoe with stiff legs. 10. BEAR WALK: Place hands on floor, walk on all fours.
207	208

1. CONCEPT: GYMNASTICS

SUB-CONCEPT: INDIVIDUAL STUNTS

OBJECTIVE: STUDENT WILL BE ABLE TO PERFORM STUNTS FOR DEVELOPMENT OF AGILITY, FLEXIBILITY, BALANCE AND STRENGTH.

SUB-CONCEPT: COUPLE STUNTS

OBJECTIVE: STUDENT, IN COOPERATION WITH A PARTNER, WILL BE ABLE TO PERFORM BASIC STUNTS FOR DEVELOPMENT OF ABILITY, FLEXIBILITY, BALANCE AND STRENGTH.

ACTIVITIES	ACTIVITIES
11. KANGAROO HOP: Bend elbows so hands are held in front of shoulders with wrists bent, palms down. Jump forward with short jumps on both feet. 12. LAME PUPPY RUN: On all fours, raise one foot in the air and walk fast on three legs. 13. JUMP AND TURN: Place feet slightly apart. Jump and turn half-way around. Then jump and turn again. Program to accomplish a full turn in one jump. "COUPLE STUNTS" 1. WHEELBARROW: One child lies on floor on his/her stomach with legs spread. S/he places palms flat on the floor near shoulders. The secon child stands between the legs and lift the legs off the floor. The first child attempt to walk on his/her hands.	2. SEE-SAW: Children sit on floor, facing partner with soles of feet together. One child leans forward as the other leans back. Students need to hold hands. Illustrations would be helpful. 3. SAWING: Children stand and face their partners. Hold hands. Move hands alternately forward and backward. 4. ROWING: Children sit on floor, facing partner with soles of feet together. Children grasp each other's hands and alternately push and pull each other's arms forward and backward.

I. CONCEPT: GYMNASTICS

SUB-CONCEPT: BASIC TUMBLING

OBJECTIVE: THE STUDENT WILL BE ABLE TO PERFORM BASIC TUMBLING ACTIVITIES UNDER DIRECTION OF TEACHER.

ACTIVITIES	ACTIVITIES
"TUMBLING" 1. ROLLING LOGS: Lie on back, arms extended upward over head, legs straight, and feet together. Without using hands or legs to propel body, roll slowly over and over, on a mat. 2. BRIDGES: Children lie on back or stomach and place hands on floor, over shoulders. Pushing with hands and feet, raise the body from the floor. 3. ROLY POLY: Sit on mat, knees up and apart. Bring both arms down between the knees and separate them, right arm outside right ankle and left arms outside left ankle. Clasp hands together in front of ankles. In this compact position, rock from side to side to get momentum, then roll to one side until shoulder and hip are on mat. Continue rolling onto back, over to other shoulder, and to sitting position.	4. SHOULDER ROLL: Children squat, bend over, tuck chin to chest. They then drop shoulder by pulling arm in front of body and roll across back and shoulders back to starting position. 5. FORWARD ROLL: Children squat with knees together and place hands outside of feet. Weight should be on toes and chins slightly forward. Lower chin to touch chest, bend down and forward almost touching head to floor. The student then thrusts his/her body forward from the balls of the feet landing first on the upper part of the back and rolling over.

RELAYS

Generally, relays are a little beyond the ability of the beginning kindergarten student. However, some very simple concepts in handling beanbags, yarn balls or utility balls in a relay sequence are of value. For example ask children to stand side by side and then ask them to pass an article down to the end, or ask the children to form several circles and have the children in each circle pass the beanbag around the circle. Beanbags or yarn balls can be handled easier than utility balls and are therefore recommended for younger children.

Relays are fun activities which teach children to cooperate with others while conforming to rules and directions. The emphasis of relays in these early grades should not be winning; the emphasis should be on the acquisition of skills.

Also physical fitness can be promoted through relay type activities by selecting movements and distances for each relay. Activities that emphasize strength, balance, agility, speed and coordination are valuable in preparation for physical fitness.

I. CONCEPT: RELAYS

SUB-CONCEPT: THROWING, CATCHING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"BEANBAG CIRCLE PASS RELAY" SKILL: THROWING, CATCHING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 6 per circle EQUIPMENT: Bean Bags FORMATION: Circle DESCRIPTION: Students stand in a circle facing out, close enough so the beanbag can be handed from player to player. Begin and end with the same leader. Change leaders. Use the underleg pass here also.	**"BEAN BALANCE RELAY"** SKILL: THROWING, CATCHING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: 1 beanbag per team. 1 marker per team FORMATION: Single Line DESCRIPTION: A beanbag is placed on the head of the first person in the line. This student walks/runs down around a marker (cone) and back to the starting line where s/he gives it to the next student. The first student then goes to the end of the line and squats down. VARIATION: This activity may be used merely as a practice activity. Ask student "Can you place the beanbag on your head and walk around the room?"

I. CONCEPT: RELAYS

SUB-CONCEPT: RUNNING AND FETCHING, ROLLING, EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"CARRY AND FETCH RELAY" SKILLS: RUNNING, FETCHING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: 1 hula hoop per team 1 beanbag per team FORMATION : Single lines DESCRIPTION: A hula hoop is placed 10' to 20' from the starting line. The first runner of the team has a beanbag. On "go" s/he carries the beanbag forward and puts it inside the hoop, returning and tagging of the next runner. The second runner goes forward, picks up the beanbag and hands it off to the third runner. Thus, one runner "carries" the beanbag and the next runner "fetches" it back. Different locomotor movements can be used such as hopping, skipping, jumping, etc.	**"BOWLING RELAY"** SKILL: ROLLING, EYE-HAND COORDINATION, RUNNING AREA: PLAY AREA, CLASSROOM PLAYERS: 4 or 5 per team EQUIPMENT: 1 - 8" utility ball per team FORMATION: Single line DESCRIPTION: The player at the head of each team has a ball. A line is drawn 10' in front of each team. The first player runs to the line, turns, and rolls the ball back to the second player. The second player must wait behind the starting line to catch the ball and then repeats the pattern of the first player. The race is over when the last player has received the ball and carried it over the forward line. SUGGESTIONS: Increase the distance to 15' and then 20' as the children perfect their rolling ability and accuracy.
216	217

1. CONCEPT: RELAYS

SUB-CONCEPT: COORDINATION, TEAM WORK, PASSING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"HOOP RELAY" SKILL: COORDINATION, TEAM WORK AREA: PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: 1 hoop per team FORMATION: Line, one person behind the other. DESCRIPTION: Players line up, one directly in line behind the other, with a hoop lying on the ground in front of #1 player. At the start, #1 picks up the hoop and goes through it, head first, hands it to #2, who repeats procedure, and so on down the line. The last player receives hoop and runs to the front of line, then goes through and starts it back again. When #1 player receives the hoop, after becoming last in line s/he runs across the finish line, with the hoop, 50 feet in advance of his/her team.	"BEANBAG PASS RELAY" SKILL: PASSING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: Beanbags FORMATION: Side by Side Lines DESCRIPTION: Students are in a line standing side by side. The player on the right starts the beanbag, which is passed from one player to the next down the line. When it gets to the end of the line the race is over. Be sure each player handles the bag. Rotate Leaders. Next, ask students to pass the beanbag down the line and then back to the leader. VARIATION: Underleg Pass: Pass the beanbag under one leg to the next player.

I. CONCEPT: RELAYS

SUB-CONCEPT: RUNNING, EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"SHAPE BOARD RELAY" SKILL: RUNNING, EYE-HAND COORDINATION AREA: CLASSROOM, PLAY AREA EQUIPMENT: Shape Board PLAYERS: 4 or 5 per team FORMATION: Line DESCRIPTION: Each team lines up behind a starting line. On the signal, "Go" the first student picks up a shape, runs to the shape board and fits it in the proper space. The student then runs back to the starting line tags the next person, and goes to the end of the line. The relay continues until all five players have had a turn.	**"BLOCK HUNT"** SKILL: RUNNING, EYE-HAND COORDINATION AREA: PLAY GROUND EQUIPMENT: 2 or 3 blocks per student 1 Shoe box or 1 trash can per team FORMATION: Scattered DESCRIPTION: Each team will consist of 4 or 5 players with team observing. Scatter approximately 2 to 3 blocks per player in an area 30 to 40 feet away. At the command all players on all teams race for the blocks. Each player can bring only one block at a time, which s/he will place in a designated spot or container. S/he then can return for one more and then another. When all blocks are gathered, the teams will return to their original positions. Ask each team to count together the number of blocks in their box. SUGGESTIONS: A circle could be drawn on the court for each team to deposit their blocks.

220

221

I. CONCEPT: RELAYS

SUB-CONCEPT: STRENGTH, COORDINATION, RUNNING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"CRABWALK RELAY" SKILL: STRENGTH, COORDINATION, DIRECTION AREA: PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: None FORMATION: Shuttle DESCRIPTION: Begin #1 in standing position at starting line. At signal, #1 sits down in crab-walk position, walk backwards to the finish line which is 10 to 20 yards away, tags #2, goes to the end of the line and squats down. #2 continues until all have had a turn. SUGGESTIONS: Ask all children to pretend they are crabs. Ask: "How does a crab walk?" Can you show me how a crab walks forward or backward? Continue questioning in this vein.	**"DOWN AND BACK RELAY"** SKILL: RUNNING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: None FORMATION: Line DESCRIPTION: Player #1 runs down and around a marker and back to the starting line where s/he tags the next player. Player #1 goes to the end of the line and squats down. The race is over when the last runner finishes his/her turn and squats down. VARIATION: Locomotor Movements: Walking, running, skipping, hopping, galloping, sliding, jumping. Stunt and Animal Movements: Seal, Bear Walk, Rabbit Jump, Frog Jump, Crab Walk, etc.

I. CONCEPT: RELAYS

SUB-CONCEPT: SIMPLE BALL HANDLING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"OVER RELAY" SKILL: SIMPLE BALL HANDLING AREA: PLAY AREA, CLASSROOM PLAYERS: 4 or 5 per team EQUIPMENT: 1 ball per team FORMATION: Single Line DESCRIPTION: The leader passes the ball over his/her head to the second one in line. Each player in turn passes the ball back over his/her head. When the last person receives the ball s/he shouts "Sit", and everyone sits down. A new leader is selected and the relay is started again. VARIATION: As students mature, end the relay this way: When the last player receives the ball s/he runs to the head of the line and continues the play as before. The line finishing first with the original leader back in front wins.	**"UNDER RELAY"** SKILL: SIMPLE BALL HANDLING AREA: PLAY AREA, CLASSROOM PLAYERS: 4 or 5 per team EQUIPMENT: 1 ball per team FORMATION: Single Line DESCRIPTION: The players are arranged in teams, each player standing in stride position. The ball is passed between the legs. Play continues as in the "Over Relay". **"OVER AND UNDER RELAY"** SKILL: SIMPLE BALL HANDLING AREA: PLAY AREA, CLASSROOM PLAYERS: 4 or 5 per team EQUIPMENT: 1 ball per team

I. CONCEPT: RELAYS

SUB-CONCEPT: SIMPLE BALL HANDLING, RUNNING, JUMPING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
FORMATION: Single Line DESCRIPTION: Players line up one behind the other. The first person passes the ball over his head, the second passes it between his legs, the third over, etc. Play continues as in above games. Classroom adaptation - Players stand in aisle facing front of room. After each player passes the ball back, s/he turns around and faces rear of room. When the end player receives the ball s/he also turns and faces rear and starts the ball back again. Use the three forms of passing: over, under, and over-under.	DESCRIPTION: Teams are in single lines behind a starting line. A good running distance from the starting line, mark off a "ditch." The width would depend on the age level playing. About twenty feet beyond this mark off a turning line. The first player in each line runs forward, jumps over the ditch, runs to the turning point, jumps the ditch again on the way back, and returns to place, tagging the next player. If a player lands in the ditch either times, s/he must go back to the starting line and start again. VARIATIONS: Widen the ditch each time and eliminate those players who land in the ditch. The line wins which has the most players left at the end of the designated time.
"JUMP THE DITCH RELAY" SKILL: RUNNING, JUMPING AREA: PLAYGROUND, GYMNASIUM, CAFETORIUM PLAYERS: 4 or 5 per team EQUIPMENT: None FORMATION: Single Line	

I. CONCEPT: RELAYS

SUB-CONCEPT: RUNNING, JUMPING, EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"BALANCE BEAM RELAYS" SKILL: RUNNING, JUMPING, EYE-HAND COORDINATION AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: BALANCE BEAM FORMATION: SINGLE LINE DESCRIPTION: A balance beam is in front of each two teams. Teams are in line formation. Several interesting races can be run using benches. The following are suggested: 1. Run forward, jump over the bench, jump back again, return, and tag the next person. 2. Each team has a beanbag which is placed in a circle about 3' in front of the bench. The first player runs forward, picks up the beanbag, and jumps over the bench carrying the bag with him. S/he drops it on the far side of the bench. S/he then jumps back over the	and tags the next player. The next runner jumps over the bench, picks up the bag, jumps over the bench, drops it and runs and tags the next person. **"CIRCLE NUMBER RELAY"** SKILL: RUNNING AREA: PLAY AREA, CLASSROOM, GYMNASIUM PLAYERS: 4 or 5 per team EQUIPMENT: None FORMATION: Equal teams in circle formation, either sitting or standing. DESCRIPTION: Class is in equal teams in a circle formation, either sitting or standing. Each player has a number. When the leader calls.. Number 5, each player having that number runs around his/her circle and tries to be the first player back to his/her original place. A point is scored for the team whose players succeeds in getting back to their place first.

1. CONCEPT: RELAYS

SUB-CONCEPT: RUNNING, JUMPING, EYE-HAND COORDINATION, HOPPING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
VARIATIONS: 1. See that circles are of the same size. Chalk circles can be used in the gymnasium. 2. To stimulate interest, have the players change the method of locomotion; run, skip, hop, etc. 3. Suggest that all players have a turn before any one person has a second turn.	DESCRIPTION: Place a cone 10' from the starting line. The first player in each lane has a beanbag between his/her knees held by knee pressure. S/he jumps forward retaining control of the beanbag, round the turning point and jumps back to the head of the file, where s/he gives the beanbag to the next player, who repeats. If a player loses the beanbag from between the knees s/he must stop and replace it. VARIATION: A slightly deflated utility ball may be used instead of a beanbag.
"BEANBAG KANGAROO RELAY"	"JUMP ROPE RELAY"
SKILL: HOPPING, RUNNING	SKILL: JUMPING, RUNNING
AREA: CLASSROOM, PLAY AREA	AREA: PLAY AREA
PLAYERS: 4 or 5 per team	PLAYERS: 4 or 5 per team
EQUIPMENT: 1 beanbag per team 1 cone per team	EQUIPMENT: 1 jump rope for each team
FORMATION: Single Line	FORMATION: Line, one player behind the other

I. CONCEPT: RELAYS

SUB-CONCEPT: MOVEMENT

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"GYM SCOOTER RELAY" SKILL: MOVEMENT AREA: BASKETBALL COURT, SMOOTH SURFACE, CAFETORIUM PLAYERS: Partners EQUIPMENT: 1 scooter per team FORMATION: Seated or kneeling DESCRIPTION: Scooters lend themselves to a wide variety of movements, both individually and with a partner. *** However, scooters should not be used as skate boards, employing a standing position. *** Some suggestions for individual movements are: Seated, propelling with hands or the feet. Kneeling, propelling with the hands. In working with doubles, the system can be employed where one partner pushes or pulls the other on the scooter to the turning point, where a change is made of rider and pusher. The other system is to have the child supplying the moving force	become the next rider at the return to the team restraining line, where the next relay member becomes the pusher. Some partner actions are: Rider kneeling, partner pushing or pulling. Rider in seat balance, partner pushing or pulling on the feet of the rider.

I. CONCEPT: RELAYS

SUB-CONCEPT: JUMPING, RUNNING, EYE-HAND COORDINATION, HOPPING, THROWING, CATCHING, FORWARD ROLL

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
DESCRIPTION: Teams are in single file behind a starting line. At a signal, the first player in each line runs up to the designated turning point, 30 yards away, picks up the jump rope and jumps 4 times in place, returns and tags next player. This continues until all the players in each line have had a turn. Each player must squat down at the end of his/her turn. "CHANGE CIRCLES" SKILL: RUNNING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: 3 Indian clubs per team 2 Hula hoops per team FORMATION: Circles DESCRIPTION: Two circles are drawn (or hula hoops are used) about 15' and 20' in front of each team. Three indian clubs are standing in one of the circles. Each runner in turn runs forward and	using one hand only, moves the club one at a time so that they will stand in the other circle. The next player moves the clubs back one at a time to the original circle. "OBSTACLE COURSE RELAY" SKILL: RUNNING, THROWING, CATCHING, FORWARD ROLL AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: 1 ball or beanbag per team 2 hula hoops per team 1 mat per team FORMATION: Line DESCRIPTION: Three parallel lines are drawn in front of the teams or a hula hoop is placed to provide three spots for each team. Lines can be 10' to 15' apart. Each player is given three tasks to perform, one at each spot. S/he runs back and tags the next player who repeats the performance.

I. CONCEPT: RELAYS

SUB-CONCEPT: JUMPING, RUNNING, EYE-HAND COORDINATION, HOPPING, THROWING, CATCHING, FORWARD ROLL

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES

ACTIVITIES	ACTIVITIES
VARIATIONS: 1st Task - Throw ball/beanbag higher than his/her head and catch it three times. 2nd Task - Jump rope three times. 3rd Task - Do a forward roll "SHUTTLE RELAY" SKILL: RUNNING AREA: PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: None FORMATION: Single File DESCRIPTION: The shuttle relay is more advanced than the single file relay and should be taught after the single file relay. Divide each team into two groups, align them single file and let the two groups face each other across a distance of 30 feet or more.	Begin the relay with the first runner of Group A of each team starting. This runner runs across the space between the two groups and tags the first runner of Group B. The first runner of Group A goes to the end of the line of Group B. The first Group B runner runs as soon as s/he is tagged and tags the second runner in Group A, continuing on to the back of the Group A file. This continues until the number one runner of Group A is back to his original starting position. The team which first gets number one runner back to his/her original position wins. No runner can begin until s/he is tagged. Violation should cause team disqualification or else some other agreed upon penalty.

I. CONCEPT: RELAYS

SUB-CONCEPT: BALANCE, RUNNING, HOPPING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"FARMER AND CROW RELAY" SKILL: BALANCE, RUNNING, HOPPING AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: 1 beanbag per person FORMATION: Partners DESCRIPTION: Ask the children to get partners. One person is the "Farmer" who holds 2 beanbags. The other child is the "Crow". A line is drawn about 15' in front of the teams. On "Go" the Farmer hops forward and drops the two beanbags beyond the drawn lines, and runs back and tags the crow. The crow runs to the farthest beanbag, begins hopping, and as s/he hops picks up the beanbags, and then hops back. When a player has a beanbag in his/her hand, s/he should hop. S/he runs when s/he has no beanbag; race can be run with hopping required.	**"POTATO RELAY"** SKILL: RUNNING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: 3 potatoes, blocks or beanbags per team. 4 trash cans, shoe boxes, small boxes or gallon cans from the cafeteria per team. FORMATION: Lines DESCRIPTION: Four trash cans, etc., are placed 5', 10', 15', 20', in front of each lane. Three potatoes, or beanbags are needed for each team. To start, the potatoes for each team are placed in the box in front of the line. The first runner goes to the box, takes a single potato and puts it in one of the trash cans. S/he returns to the box each time and places the potato in the trash cans.

WATER SAFETY AND SWIMMING

More than 100 million Americans participate in some form of aquatic activity each year in the United States and, of course, here in Florida there is more aquatic activity than in most states. As one could easily surmise, Florida's drowning rate is twice that of the national average. Here in Duval County in 1975, 48% of the drownings were children under 19 years of age. Of this 48% in Duval County, 32.2% of the drownings were school age children ages 5-19, and each year this percentage has risen. Therefore, a water safety classroom unit (if no pool is available) or a water safety and swimming program (if a pool is available) is a must for kindergarten through sixth grade.

As a note of interest the 1974 Florida drowning statistics indicate more males (81.6%) than females (18.4%) died by drowning and more whites (75%) than non-whites (25%) died by drowning.

DROWNING STATISTICS FROM DUVAL COUNTY AND THE STATE OF FLORIDA

1. Drowning is the second major cause of accidental deaths in Florida (second only to deaths in automobile accidents.

2. Florida's drowning rate is twice that of the national average.

3. In Florida in 1975, 42% of the drownings (not involving boats) were children under 19 years of age.

4. In Duval County in 1975, 48% of the drownings (not involving boats) were children under 19 years of age.

5. In Duval County in 1975, 22.9% of this 48% were elementary age children (ages 5-14 years).

6. In Duval County in 1975, 32.2% of the drownings (not involving boats) involved school age children ages 5-19. 22.7% in 1974; 30.5% in 1973; 28.1% in 1972.

   *Except for 1974, there has been a continued rise in the drowning rate of school age children.

7. Nationally, 27% of all swimming pool injuries and 33% of all diving board injuries in 1975 involved children 10-14 years of age.

8. As a note of interest, the 1974 Florida drowning statistics indicate more males (81.6%) than females (18.4%) died by drowning and more whites (75%) than non-whites (25%) died by drowning.

I. CONCEPT: WATER SAFETY CLASSROOM UNIT

SUB-CONCEPT: WATER SAFETY RULES

OBJECTIVES: To develop in students an awareness, knowledge and an appreciation of the rules and regulations for safety in or near the water.

ACTIVITIES	ACTIVITIES
LESSON I A. Show the film: "I'm No Fool in Water." 15 minutes. B. Discuss the basic safety rules: 1. Never swim alone, and why! 2. Usefulness of the buddy system. LESSON II A. Review Water Safety Rule: 1. Never Swim Alone. 2. Stress swimming parallel to the shore when one is caught in a run-out. Discuss what a run-out is. B. Discuss other rules: 1. Swim only in supervised areas. Discuss swimming only in areas where there is a life-guard; especially at the beach or private pools.	C. Ask someone who is a life-guard to come in and speak. D. Ask students to draw a picture of some experience they have had near the water. LESSON III A. Review: Water Safety Rules. B. Discuss rule: Never swim in strange waters. Tell students about barrow pits and why they are dangerous. "Show a picture of a borrow pit." LESSON IV A. Show film: "Non-Swimming Rescues." 1. Discuss how the children may help a friend who has fallen into the water.

I. CONCEPT:WATER SAFETY CLASSROOM UNIT

SUB-CONCEPT: WATER SAFETY RULES

OBJECTIVES: To develop in students an awareness, knowledge and an appreciation of the rules and regulations for safety in or near the water.

ACTIVITIES	ACTIVITIES
LESSON V A. Take the children on a walk to a nearby pool, or body of water. Discuss what one would do if s/he fell in. Discuss how children might help a friend. B. Review Water Safety Rules again. *** These basic rules should be reviewed throughout the year so that these "survival" rules will be indelibly ingrained in a student's mind.	

I. CONCEPT: SWIMMING UNIT

SUB-CONCEPT: BASIC SWIMMING SKILL

OBJECTIVE: STUDENTS WILL DEVELOP THE BASIC SKILLS OF RHYTHMIC BREATHING, BOBBING, GLIDING, SO THAT S/HE WILL BE COMFORTABLE IN THE WATER.

ACTIVITIES	ACTIVITIES
LESSON PLANS If this Water Safety Classroom unit is in conjunction with the swimming program, please review briefly each day some of the swimming instructor's lesson. PARENT PERMISSION SLIPS Parent permission slips are a must and they must be turned in before a child is allowed to participate in this program. STUDENT A. Students are responsible for bringing a bathing suit and towel. They need to be reminded each afternoon if there is a lesson the next day. If a student does not have a bathing suit, s/he may wear cut offs or shorts and a top.	B. Ask the homeroom mother to buy large ziplock bags to carry towels and wet suits. Give a prize to students who still have their bag at the end of the swim program. INSTRUCTORS Instructors should be certified by the American Red Cross or approved by the principal and Supervisor of Elementary Physical Education. Qualification to teach this course is extremely important not only for the safety of the children but for the protection of the teacher in liability cases. AIDES or VOLUNTEERS There should be one aide, parent volunteer, or volunteer for every 3 to 4 students in the water. Some volunteers should be stationed around the teaching area to "life guard" and to encourage the students. Others may want to get in the water and assist the students.

I. CONCEPT: SWIMMING UNIT

SUB-CONCEPT: BASIC SWIMMING SKILL

OBJECTIVE: STUDENTS WILL DEVELOP THE BASIC SKILLS OF RHYTHMIC BREATHING, BOBBING, GLIDING, SO THAT S/HE WILL BE COMFORTABLE IN THE WATER.

ACTIVITIES	ACTIVITIES
CLASSROOM TEACHER The classroom teacher must stay with the class at all times. S/he is responsible for record keeping and discipline. The teacher is to bring the swimming checklist and as each student is tested the teacher will check off the completed item. Please keep accurate records and keep them on file in the office upon completion of this course. The classroom teacher is responsible for getting students to and from the pool as well as seeing that they arrive on time. PROGRAM Students participating in this swimming unit should be in the water either 9 or 10 half hour classes or 5 hour classes. There are 10 items on the basic swimming checklist that must be "passed", plus satisfactory classroom work, to qualify one for completion of this course.	A Red Cross Water Safety Card will be awarded to students successfully completing the following. 1) Pass all 10 items on the swimming test. 2) Score a grade of 75 or above on the written test. One pool period should be spent discussing and showing students non-swimming rescues, extensions and assists. Show students the following: (Grades 3-6 only) 1) That an empty gallon milk jug (top on) or gallon picnic jug will float and if thrown to a person, the person could hold onto it and keep his/her head out of the water

I. CONCEPT: SWIMMING UNIT

SUB-CONCEPT: BASIC SWIMMING SKILL

OBJECTIVE: STUDENTS WILL DEVELOP THE BASIC SKILLS OF RHYTHMIC BREATHING, BOBBING, GLIDING, SO THAT S/HE WILL BE COMFORTABLE IN THE WATER.

ACTIVITIES	ACTIVITIES
2) That a pole, branch or stick may be held out to someone in the water. When the person grabs hold, s/he may then be pulled in. 3) That a rope, rope with a jug attached, a pole with a rope attached or a fishing pole (without hook) may be extended or thrown to a victim. 4) That a life preserver, (personal floatation device) buoy or other things near a pool or body of water, may be thrown to a victim.	

DUVAL COUNTY DEPARTMENT OF PHYSICAL EDUCATION

BASIC SWIMMING AND WATER SAFETY PROGRAM

CHECKLIST

Score on written test																							
Knows role of Life-Guard and danger of swimming alone																							
Observes Pool Rules																							
Follows Directions																							
Jump in deep water & swim to side of pool																							
Jump in Water & Level Off																							
10 ft. minimum Arm-stroke (over & under recovery)																							
Bobbing 15 consecutive times																							
Back Glide 2 body lengths																							
Prone Glide w/kick 3 body lengths																							
Prone Glide 2 body lengths																							
Rhythmic Breathing 10 consecutive times																							
Breath Holding 7 seconds																							
Instruction in Non-Swimming Rescues																							
Boys/Girls (B/G)																							
Black/White (B/W)																							

WATER SAFETY CLASSROOM UNIT

AIDES AND MATERIALS

1. POSTERS

American Red Cross
2525 Riverside Avenue
(at the bridge behind the Krystal)
388-2617

The Red Cross will give teachers posters to display in your room. These illustrate water safety rules and regulations.

2. FILMS

Films available from: Elementary Physical Education Office
Mount Herman School #164
1741 Francis Street
633-6248

Most films suggested in this unit may be checked out from this office. Please phone to reserve each. They must be returned in 24 hours.

FILMS AND FILMSTRIPS

FILMS

1. "I'm No Fool in Water" (Color) 15 minutes

   Basic concepts covers:

   A) History of Swimming.
   B) Never Swim Alone.
   C) What To Do in a Run-Out.
   D) Do Not Trust Plastic Floats.
   E) Swim in Supervised Areas Only.

2. "Drownproofing" (Color) 25 minutes

   Indepth study depicting the "drownproofing" or "survival" swimming method developed by Fred Lamoue at Georgia Tech. This is a technique for staying afloat for hours at a time without tiring. Excellent!

3. "Survival Swimming" (Color) 7:09 minutes - Silver Springs

   A hunter in full gear falls into deep water, but he won't "die with his boots on" because he knows the principles of survival swimming. Shown in this film are the rules for coping with watersoaked clothing, combined with survival floating and treading techniques, thus making the film a compact primer on personal safety in the water.

4. "Nonswimming Rescues" (Color) 7:18 minutes

   What's the best way to rescue a swimmer in trouble? Viewers of this film quickly learn that jumping in to make a heroic swimming rescue is the last resort. Nonswimming rescues are safer, easier, and usually faster. A variety of extension, throwing, and wading assists are demonstrated, and the irreplaceable factor of common sense is emphasized in this concise review of elementary rescues.

5. "Swimming Rescues" (Color) 8:09 minutes

Although emphasizing that safe, nonswimming rescues should be used whenever possible, this film details the principles of swimming rescues. It reviews the fundamental swimming skills for lifesaving training, and then gives the viewer a look at entries, stroke adaptations, approaches, carries, and tired-swimmer assists. Underwater photography helps pinpoint the important aspects of each skill and makes the film a "must see" for lifesaving candidates.

6. "Special Equipment Rescues" (Color) 9:25 minutes - Daytona and Silver Springs

Rescuing a scuba diver unconscious on the bottom is a tough lifesaving assignment, but trained rescuers know that the diver's own gear can make a life-and-death difference. The correct way to deal with this and other situations is emphasized with stop-action replays, then on to rescues using standard lifesaving equipment: the paddleboard, surfboard, rescue tube, torpedo buoy, and rescue line. Stop-action again pinpoints proper techniques and makes this film a valuable teaching tool.

7. "Defenses, Releases, and Escapes" (Color) 7:28 minutes

A panicked victim grabs a lifesaver around the neck. If the rescuer doesn't react calmly and correctly, the result could be a double drowning. This film's slow motion and stop-action underwater replays isolate the individual steps of each defense, release, and escape.

8. "Removal From the Water" (Color) 5:35 minutes - Cypress Gardens and Silver Springs

Knowing how to remove a victim from the water is important too. The film cautions, however, the removal is not as crucial as maintaining breathing and stresses the importance of starting artificial respiration in the water if necessary. The removal techniques demonstrated include the saddleback carry, the drag, the team lift, and the use of a backboard in cases of suspected neck or back injuries.

9. "Snorkeling Skills and Rescue Techniques" (Color) 12:56 minutes - Silver Springs

This popular film begins with a look at how to select and use masks, fins, and snorkels. Host Tom Ebro explains proper water entries and search and rescue techniques. The importance of the buddy system is emphasized throughout. The film is designed to supplement lifesaving courses but can also be used effectively on television and with general audiences.

10. "Boating Safety and Rescues" 10:13 minutes (Color) - Silver Springs and Annapolis, Md.

A capsule review of small boat safety is presented in an interesting and informative style. Then the viewer gets a look at how some of the basic lifesaving techniques are adapted to make rescues from boats. This film, with its emphasis on common sense, is an important part of lifesaving preparedness.

11. "Preventive Lifeguarding" 9:22 minutes (Color) - Daytona Beach and Los Angeles, California.

This is an important film for today's lifeguards - and tomorrow's.

A) Discusses how to use phone for an emergency.

B) Safety rules

1) how to use a ladder
2) no running
3) one on diving board at a time
4) racing dive

C) Take a shower before entering the water.

12. "Skilled Swimming" (Part I) Color 13 minutes

From the Red Cross, this is an excellent instructional film of the sidestroke, elementary back stroke, and breaststroke. Slow motion features are included.

13. "Skilled Swimming" (Part II) Color 19 minutes

This film, made by the Red Cross, gives excellent instruction in the crawl, backstroke, butterfly, turns and starts. Slow motion features are included.

14. "Find a Float"

LOOP FILMS

1. "Methods of Floating" -3 minutes 35 seconds
2. "Drills for Building Confidence"- 3 minutes 40 seconds
3. "Butterfly Stroke" - 3 minutes 20 seconds
4. "Competitive Starts" - 3 minutes 35 seconds
5. "Competitive Turns"

FILMSTRIPS FOR SCHOOL LIBRARIES

1. "Fun or Fearful" - Eye Gate

   Basic Concepts covered:

   A) Never Swim Alone.

   B) Do not play near the water without someone watching you.

   C) Do not play near the bath tub.

   D) Play in a supervised area.

   E) Do not splash or jump around.

   F) Do not go near private or plastic pools (Do not climb over fence.)

   G) Do not swim at night.

   H) Discusses Docks and Boats.

2. "I'm No Fool in Water"

   Basic Concepts covered:

   A) History of Swimming.

   B) Never Swim Alone.

   C) What To Do in a Run-out.

   D) Do not trust plastic floats.

   E) Swim in supervised areas only.

3. "Think Safe, Act Safe" - Eye Gate

Basic Concepts covered: (5 frames only are on swimming)

A) Swim with someone watching you.

B) Do not play near water; think ahead is the thought.

C) Swimming pools can be fun.

4. BOOKS

Basic Rescue and Water Safety Booklet may be purchased from the American Red Cross. A copy should be in every school library. Teachers too may purchase it for $1.50

CLASSROOM AND/OR INCLEMENT WEATHER

ACTIVITIES AND GAMES

Physical Education does have a place in the classroom. When inclement weather prevents the class from going outside there are many activities that may be presented in the classroom in which children are learning, active, and also having a great time.

Rhythms are excellent for classroom work. Desks may be moved back or the class may be taken to the cafetorium. There are many fine creative rhythm records; Dance A Story, ball bouncing records, elementary square dance records, modern "Dances Without Partners" records or parachute records.

Fitness type activites can be adapted to classroom also.

Relays can be modified. Rows can be used and fast walking can be substituted for running.

Target activities, with targets placed at varying distance from a starting line, are very valuable. Balls may be rolled at bleach bottles and beanbags or yarn balls may be pitched at targets or pitched into trash cans.

Rules, or the history of a sport, may be explained in the classroom.

There are many good films in the media center, especially on movement education, that would be interesting to the teacher and that would give one some new ideas for creative play.

Films strips or loops are in your school library.

One particular idea to keep in mind is to have as many children as possible active in the classroom. Small circles groups, rows or lines affords children more "turns" and keeps them active.

Stress safety. Ask children to walk instead of run and ask them to keep their feet under their desk.

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
(1) "CLOTHESPIN DROP" SKILL: EYE-HAND COORDINATION AREA: CLASSROOM PLAYERS: ANY NUMBER EQUIPMENT: A gallon plastic jug for every 1 or 2 children; 5 clothespins per 2 children. FORMATION: Scattered. Ask the children to get partners. A gallon plastic jug, with the top cut off so that it has an opening of about 4" to 5", should be given to each couple. The partners then take turns dropping clothespins in the "bottle"-type jug. Ask the partners to count the pins as they are picked out of the jug.	(2) "CLOTHESPIN PICK UP" SKILL: FINE MUSCLE COORDINATION (FINGERS) AREA: CLASSROOM PLAYERS: ANY NUMBER EQUIPMENT: Snap-type clothespin for each child. Construction paper in the following amounts, shapes and colors. 30 - red rectangles 30 - blue circles 30 - brown squares 30 - purple diamonds 30 - green triangles FORMATION: Scattered. Spread the shapes out on several table tops or on the floor. Upon command the children will try to clip their clothespin to a shape and/or the color. **THEY MAY HOLD THE SHAPE WITH THEIR OTHER HAND.
263	264

1. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
The teacher will ask the children the following: "Can you attach (clip) your clothespin to a circle?" "Can you attach (clip) your clothespin to something that is red?" AND SO ON. VARIATION: Tie a long string (2' off the floor) between two chairs and ask the children to attach a shape or color to the "clothesline."	(3) "CLOTHESPIN PIZZA" SKILL: FINE MUSCLE DEVELOPMENT (FINGERS) AREA: CLASSROOM PLAYERS: ANY NUMBER EQUIPMENT: Cardboard circle with 8 slices marked. 8 snap-type clothespins FORMATION: Scattered. Mark the end of a snap-type clothespin with a circle, square, rectangle, etc. Also mark the cardboard "pizza" with similar shapes (SEE DIAGRAM). Ask the student to match the shape on the clothespin to the shape that is on a slice of the "pizza", and snap it on the "pizza". CLOTHESPINS 10" PIZZA

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
(4) "HUCKLE BUCKLE BEAN STALK" SKILLS: OBSERVATION AREA: CLASSROOM PLAYERS: ANY NUMBER EQUIPMENT: Any small object; an eraser FORMATION: Seated at tables. Children hide their eyes while the teacher walks around the room and, in passing, hides an object in plain sight. At the signal all begin looking for it, moving around the room. Without indicating the object as he sees it, the player shouts "Huckle Buckle Bean Stalk" and goes to his seat and waits until the last person has found it. The first person to see the object may place it for the next game. VARIATION: Select 5 children at a time to go out in the hall while a "leader" hides an object. Bring children back into the room and students clap if the 5 are "Hot" or "Cold". Game is played as outlined above.	(5) "FIND THE LEADER" SKILL: OBSERVATION, EXERCISES AREA: CLASSROOM PLAYERS: ANY NUMBER EQUIPMENT: NONE FORMATION: Circle The teacher selects two people who will secretly lead the exercises for the group. The group is instructed to cautiously watch these two. The teacher has already selected one person to be the "guesser." The guesser watches the group, who is doing exercises, and tries to guess who is leading the exercises.

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVES: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
(6) "FINGER ACTIVITIES" SKILL: HAND-EYE COORDINATION, SMALL MUSCLE DEVELOPMENT AREA: CLASSROOM PLAYERS: ANY NUMBER EQUIPMENT: NONE FORMATION: Scattered A. Roll up a piece of newspaper, tape to prevent unrolling, and ask the children to try to gently toss it from one hand to the other. VARIATION: As children advance in skill, ask them to a) try to toss it to a partner (catch with both hands) b) try to flip it. c) try to flip it from one hand to the other.	B. Hand Clapping 1) Fingers to fingers. 2) Fingers to palms. 3) Palms to palms. C. Finger Snapping Demonstrate snapping (middle finger snaps from thumb to palm) and then ask the children to practice snapping. D. Finger Tapping Ask the children to tap on the desk the following: 1) Little finger. 2) Ring finger. 3) Middle finger. 4) Index finger. 5) Thumb. 6) All fingers.

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
E. Ask the children to interlace the fingers of both hands with the palms down and then say" "This is the church." "This is the steeple." "Open the door and see all the people " (7) "CHAIR ACTIVITIES" SKILL: MOVEMENT, DIRECTIONAL CONCEPTS, BALANCE AREA: CLASSROOM PLAYERS: UNLIMITED EQUIPMENT: 1 chair for each person (a desk may be used) FORMATION: Chairs are lined up in rows. A. "Seat Change" Children are asked to change chairs. The teacher asks:	"Can you move to the right? Left? Forward? Backward? Up? Stand Up? Sit Down? B. "In The Pond, On The Bank" The teacher instructs the children that when he/she says "In the pond," all children stand up. When he/she says "On the bank," all children sit down. The teacher starts out saying these very slowly, and then repeats the sayings faster. When a student makes a mistake, he/she is out of the game. NOTE: Children seem to love this game and as it is played in just a couple of minutes, it can be repeated. **A GREAT WARM-UP ACTIVITY. C. "Around the Chair" The children are asked to perform various movements around their own chairs - walking, jogging, leaping,

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
skipping, running, hopping, side-step to the left, right. D. "Around the Row" The children are asked to run, skip, gallop, jog, side-step or combine movements around all rows. First, instruct all the youngsters to run to the front of their rows and run in place. Then have the first row of children start to move around the row of chairs with each successive row joining the line. E. "Zigzag In and Out Around the Row" Ask the children to run to the front of their rows and then perform each movement at the pace you command, zigzagging between the chairs in their rows. F. "Crawling" A Ask children to crawl under their chairs from front to back, back to front, left to right and right to left.	G. "Chair Ring Toss" Simply turn a chair upside down and ask children to throw rings onto the legs of the chair. H. "Obstacle Course" Place chairs around the room and ask children to run around them, jump off, crawl under or climb over them. (8) "PUDDLE PLAYING GAME" SKILL: MOVEMENT, DIRECTIONAL CONCEPTS, BALANCE AREA: CLASSROOM, PLAY AREA, CAFETORIUM PLAYERS: UNLIMITED EQUIPMENT: Chalk, tape or 15 cardboard "puddles," or carpet squares. FORMATION: Scattered.

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
Draw or tape ovals on the floor, use carpet squares or make 12" cardboard shapes to represent "puddles". Ask the children to pretend to be people, objects or animals. Then ask them: 1) "Can you leap over the puddle?" 2) "Can you wade through the puddle like a duck?" (with hands tucked up under arms in duck fashion). 3) "Can you roll through the puddles like a ball?" 4) "Can you splash in the puddles?" 5) "Can you splash other people from your puddle?"	(9) "SPIN THE PLATTER" SKILL: COORDINATION AREA: CLASSROOM OR PLAY AREA PLAYERS: 6 to 8 per circle EQUIPMENT: 1 platter per circle FORMATION: Circle Six to eight players stand in a circle and number off. Any person goes to the center, spins the platter, and call a number. The person with that number tries to catch the plate as it is spinning. If the plate falls over, the person is out of the game. VARIATION: Tape a piece of colored construction paper to the chest of each child in the circle. The person in the center then calls a color. The construction paper may be cut into shapes. The person in the center will then call a shape.

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
(10) "THE TOUCH GAME" SKILL: COORDINATION AREA: CLASSROOM OR PLAY AREA PLAYERS: UNLIMITED EQUIPMENT: NONE FORMATION: Partners, Scattered Get partners. Stand face to face about an arms length apart. On command, "Go", see if the one partner can touch the other partner. Each, of course, is trying to keep from the other. Every time one can touch his/her partner, he/she gets one point. VARIATION: Face partner and put hands on partners shoulders. Each time one can step on partners toes, he/she gets one point.	(11) "CLOWN SPONGE BALL" SKILL: EYE-HAND COORDINATION, THROWING AREA: CLASSROOM OR PLAY AREA PLAYERS: 4 OR 5 PER TEAM EQUIPMENT: Wet Sponge, Blackboard FORMATION: 4 teams On the blackboard draw four large clowns. Children stand 7 to 10 feet from the clown, throw a small round shaped sponge, and try to hit the clown. Different areas of the clown are worth certain points. Points are awarded to each team when one of its members hit certain areas of the clown.

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

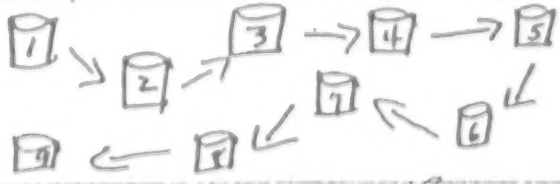
OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
Each child throws once and goes to the end of the line. Play may continue for 15 minutes. (12) "TRASH CAN THROW" SKILL: THROWING AREA: CLASSROOM OR PLAY AREA PLAYERS: 3 TO 6 PER TEAM EQUIPMENT: 3 beanbags per team 1 trash can per team FORMATION: LINES Trash can is placed at the front of the room. Each team lines up in the aisles between the desks approximately 7 to 9 feet from the trash can. Each child is handed three beanbags and he/she throws them, one at the time and tries to get them in the trash can. The team gets one point for each beanbag landing in the trash can. If the bag lands on the edge and stays there, a point is also scored.	Ask the children to count the points, as they are made. (13) "YARN BALL VOLLEYBALL" SKILL: EYE-HAND COORDINATION AREA: OPEN AREA OF CLASSROOM PLAYERS: UNLIMITED EQUIPMENT: Yarn Ball, Rope or String FORMATION: Scattered Stretch a rope across an open space and tie each end to a chair. The rope should only be about 2' high. Ask children to scatter out some on either side of the rope and sit down. Children then try to throw and catch over the rope. VARIATION: Children may assume kneeling position

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
(14) "BARNYARD GOLF" SKILL: EYE-HAND COORDNIATION AREA: CLASSROOM, PLAY AREA, CORRIDOR PLAYERS: PARTNERS EQUIPMENT: 1 Beanbag per player, 9-#10 tin cans from the school cafeteria. Each can is painted with a number 1-9. Cans may be decorated with contact paper also. FORMATION: 1 or 2 children behind each tin can. Each child starts at a "Hole" (tin can) and throws his/her beanbag to the next "Hole" in the sequence. If the student gets the beanbag in the hole, he/she may get 1 point. Each student then picks up his/her beanbags and attempts to throw it to the next "Hole".  	(15) "BLACKBOARD RELAYS" SKILL: RUNNING, LETTER SKILLS, NUMBER SKILLS AREA: CLASSROOM PLAYERS: UNLIMITED EQUIPMENT: Chalk, Blackboard FORMATION: Row of chairs. The class is divided into equal teams of 4-5 players. Each team occupies a row of seats. Chalk can be placed on the first desk or left in tray of blackboard. On a signal, the first player in each row runs to the blackboard, makes a mark on the board with the chalk, returns to his/her seat and hands the chalk to the person behind him/her in the row. This person follows the same procedure. The winning team is the one which has the last player in the row return to his seat first.

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
First or second grade children may be asked to to the following: INITIAL RELAY: Same procedure as above except each person writes his/her initials on the blackboard. NUMBER RELAY: Same procedure as on the other page except each person writes a designated number (it could be tied in with the day's lesson).	one is circle and one is square. Both are blindfolded, circle calls, "Square Where Are You?" Square answers, "Here I Am," quickly and silently changing his place. Guided by voice, circle tries to catch square. Procedure is repeated until square is caught. SUGGESTIONS: If game is played in classroom, form the children in an oval in front and the back part of the room.
"' "SQUARE, WHERE ARE YOU?" SKILL: HEARING DISCRIMINATION AREA: CLASSROOM, PLAY AREA PLAYERS: 3 or 8 EQUIPMENT: 4 blindfolds FORMATION: Children form circle holding hands. Players are chosen by teacher for each circle,	

283

284

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
"FUN WITH YARN BALL" Directions for making a yarn ball are located in the "Homemade Equipment" section. If you are looking for activities for the classroom, school playroom, club room, games with the use of Yarn Balls are the answer. The Yarn Ball can be juggled, kicked or batted into the air. When it falls to the floor it does not roll far and therefore will not interfere with other groups at play. No one can get hurt by direct contact with it. Many games where a ball is used may be adapted for play with yarn ball TEN TRIPS: The group is divided into circles of eight to ten players. A leader in the center of the circle throws the Yarn Ball consecutively to each member in the circle. When the ball is returned by the last one, the leader calls "One" indicating that the Yarn Ball has made one trip around the circle. The group finishing ten trips first wins. Classroom adaptation - Aisles are used. The leader passes to each player in turn. The players sit in their seats after they throw the Yarn Ball back to the leader. When the last player returns the Yarn Ball and sits, the leader calls "One." Play is continued. The isle	completing ten trips first wins. OVER RELAY: The group is divided into relay teams. The leader passes the Yarn Ball over his head to the second one in line. Each player in turn passes the ball back over his/her head to the second one in line. Each player in turn passes the ball back overhead. When the last player receives the ball s/he runs to the head of the line and continues to play as before. The line finishing first with the original leader back in first wins. UNDER RELAY: The players are arranged as above, each player standing in stride position. The Yarn Ball is passed between the legs. Play continues as in the "Over Relay." OVER-UNDER RELAY: Players are arranged as in above relays. The first person passes the Yarn Ball over his head, the second passes it between his legs, the third over, etc. Play continues as in above games. Classroom adaptation - Players stand in aisles facing front of room. After each player passes the Yarn Ball back, he turns around and faces rear of room. When the end player receives the Yarn Ball, s/he also turns and faces rear

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
and starts the Yarn Ball back again. Use the three forms of passing: over, under and over-under. CLASSROOM ADAPTATION: Players stand in aisles facing front of room. After each player passes the Yarn Ball back, s/he turns around and faces rear of room. When the end player receives the ball, s/he also turns and faces rear and starts the Yarn Ball back again. Use the three forms of passing: over, under and over-under.	

RHYTHMS

Rhythm activities should be included in the physical education plan for the young child at least twice a week. Children love singing, moving and dance type activities and these activities are an outlet of self-expression. Children should be encouraged to move to the music and at this age they will gladly participate with a little encouragement.

Records and record players may not always have to be used. Singing games outside are especially fun. However, records and a record player may be used outside with a long extension cord or two. Ask your principal to purchase several outdoor type extension cords.

** FOR YOUR CONVENIENCE, A LIST OF RECORDS IS INCLUDED AT THE END OF THIS SECTION **

I. CONCEPT: RHYTHM

SUB-CONCEPT: FINE MOTOR CONTROL

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE IN ACTIVITIES THAT WILL ENHANCE FINE MOTOR DEVELOPMENT.

ACTIVITIES	ACTIVITIES
"ACTION SONGS" SKILL: FINE MOTOR COORDINATION, RHYTHM AREA: CLASSROOM EQUIPMENT: Record Player and Records PLAYERS: Unlimited FORMATION: Scattered 1. <u>EEN-CY, WEEN-CY</u> Eency, ween-cy (palms facing left thumb to right little finger spread) Spider went up (rotate elbows out bring right thumb to left little finger.) The water spout. (bring elbows down return to starting position-simulating spider climbing motion.)	Down came the rain and washed the spider out. (children hold arms up and with wiggling bring them down.) Out came the sun and dried up all the rain and (children raise arms and go up on toes then lower arms.) the eency weency spider went up the spout again. (repeat climbing motion) 2. <u>HEAD, SHOULDERS, KNEES, AND TOES</u> (Record-Tavern in the Town) My head, my shoulders, knees and toes (knees and toes) my head, my shoulders, knees and toes (knees and toes) and eyes and ears and mouth and nose my head my shoulders, knees and toes. (knees and toes)

I. CONCEPT: RHYTHM

SUB-CONCEPT: FINE MOTOR CONTROL

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE IN ACTIVITIES THAT WILL ENHANCE FINE MOTOR DEVELOPMENT.

ACTIVITIES	ACTIVITIES
3. <u>WHERE IS THUMBKIN</u> (Are You Sleeping) Where is thumbkin? Where is thumbkin? Here (thumb, pointer, middle, ring, little finger and whole family) I am. Here I am. How are you today sir? (right thumb wiggles as though talking to left thumb) Very well I say sir. Run away, Run away. (hide them behind back) 4. <u>ONE, TWO, THREE</u> One, two, three, look at me (hold up their finger and bend as they count, then point to self) touch my head, touch my knees turn (touch head and knees) around touch the ground find some-one new. (turn around and touch ground-find a new partner)	

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORING THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE AND EXPRESS FEELINGS, DEVELOP A SENSE OF RHYTHM, AND CREATE DANCE PATTERNS THAT WILL PROVIDE FOR PHYSICAL DEVELOPMENT.

ACTIVITIES	ACTIVITIES
SKILL: RHYTHM, CREATIVITY, AND EXPRESSION AREA: CLASSROOM PLAYERS: UNLIMITED EQUIPMENT: None RHYTHMIC ART: Give each child a large sheet of paper and crayons. Play some rhythmic music while the children respond by making wide sweeps on the paper with the crayon, keeping time to the music. The position of the paper may be changed occasionally. STOP DANCE: Play some lively music, and encourage the children to move in some fashion to the music, whether it be just walking in time, swaying, or whatever rhythmic action they choose. Instruct them that when the music stops, they must stop or "freeze" and hold whatever position they are in until the music starts again. Then either lift the needle off and on the record, or turn off and on.	SKIP AND STOOP: Play any music with a strong rhythmic beat on the piano or record player. Children move about to the music until it stops. They then all stoop until the music starts again. SALLY GO ROUND THE SUN: Children form a circle. Teacher and children chant or sing: Sally go around the sun. Sally go round the moon Sally go round the chimney pots On a Sunday Afternoon. "Whoops" Very young children circle around to the right, hands, joined, until on the word "whoops" they all jump up in the air and then crouch down together. Older children can circle right through the first two lines, then circle left on the last two, doing the same thing on "whoops."

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORING THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE AND EXPRESS FEELINGS, DEVELOP A SENSE OF RHYTHM, AND CREATE DANCE PATTERNS THAT WILL PROVIDE FOR PHYSICAL DEVELOPMENT.

ACTIVITIES	ACTIVITIES
"LONDON BRIDGE" SKILL: RHYTHM, LOCOMOTOR SKILLS AREA: CLASSROOM OR PLAYGROUND PLAYERS: UNLIMITED EQUIPMENT: None SONG: 1. London Bridge is falling down, falling down, falling down. London Bridge is falling down, My fair lady. 2. Build it up with iron bars, etc. 3. Iron bars will rust away, etc. 4. Build it up with pins and needles, etc. 5. Pins and needles rust and bend, etc. 6. Build it up with penny loaves, etc. 7. Penny loaves will tumble down, etc.	8. Build it up with gold and silver, etc. 9. Gold and silver I have not got, etc. 10. Here's a prisoner I have got, etc. "DID YOU EVER SEE A LASSIE?" SKILL: RHYTHM, LOCOMOTOR AND NON-LOCOMOTOR AREA: CLASSROOM OR PLAYGROUND PLAYERS: UNLIMITED EQUIPMENT: None FORMATION: Single circle, hands joined. One player stands in the middle of the circle. SONG: Did you ever see a Lassie, a Lassie, a Lassie, did you ever see a Lassie do this way and that? Do this way and that way, and this way and that way? Did you ever see a Lassie do this way and that?

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORING THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE AND EXPRESS FEELINGS, DEVELOP A SENSE OF RHYTHM, AND CREATE DANCE PATTERNS THAT WILL PROVIDE FOR PHYSICAL DEVELOPMENT.

ACTIVITIES	ACTIVITIES
DESCRIPTION: (1) Players walk in a circle moving counter clockwise as they sang the first two lines...Measure 1-8. (2) As the words "do this way and that" that" are sung, the player in the middle begins some simple movement such as bending the body, hopping, etc., which is imitated by the others...Measure 9-16. The leader choses someone to take his/her place in the middle of the circle and the game is repeated. Victor - 2618 Folk Kraft - 1183 Basic Singing Games Victor Album F - 87	<u>"OLD MacDONALD HAD A FARM"</u> SKILL: RHYTHM, EXPRESSION, AND IMITATION AREA: CLASSROOM OR PLAYGROUND PLAYERS: UNLIMITED EQUIPMENT: None SONG: Old MacDonald had a farm, E-I-E-I-O. And on that farm he had a duck, E-I-E-I-O. With a quack, quack here, and a quack, quack there, here a quack, there a quack, everywhere a quack quack. Old MacDonald had a harm, E-I-E-I-O. DESCRIPTION: Children sing the first two lines, and all imitate animal named as they sing the last three lines. Other animals suggested are horse, pony, cow, pig, dog, cat, and chicken.

295

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORING THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE AND EXPRESS FEELINGS, DEVELOP A SENSE OF RHYTHM, AND CREATE DANCE PATTERNS THAT WILL PROVIDE FOR PHYSICAL DEVELOPMENT.

ACTIVITIES	ACTIVITIES
"PIG-A-JIG" SKILL: RHYTHM, LOCOMOTOR AND NON-LOCOMOTOR AREA: CLASSROOM, OR PLAYGROUND PLAYERS: UNLIMITED EQUIPMENT: None FORMATION: Single circle facing center. One player stands inside circle. SONG: As I was walking down the street, Heigh-O, Heigh-O, heigh-o, heigh-o. A little friend I chanced to meet heigh-o, heigh-o, heigh-O. CHORUS Pig-A-Jig-Jig, and away we go Away we go, away we go, Pig-A-Jig-Jig, and away we go Heigh-o, heigh-o, heigh-O. 300	DESCRIPTION: The child in the center walks around the inside of the circle until the words "A Little Friend" are sung. He chooses a partner and skips around the circle. As the chorus is repeated, each child inside the circle chooses a partner until all have been chosen. **"BLUEBIRD (AMERICAN)"** SKILL: RHYTHM, LOCOMOTOR AND NON-LOCOMOTOR, AND DECISION MAKING AREA: CLASSROOM OR PLAYGROUND PLAYERS: UNLIMITED EQUIPMENT: None FORMATION: Single circle facing center with hands joined and held high to make arches. One child, the Bluebird, stands in the center of the circle. 301

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORING THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE AND EXPRESS FEELINGS, DEVELOP A SENSE OF RHYTHM, AND CREATE DANCE PATTERNS THAT WILL PROVIDE FOR PHYSICAL DEVELOPMENT.

ACTIVITIES	ACTIVITIES
SONG: Bluebird, bluebird, in and out my windows, Bluebird, bluebird, in and out my windows, Bluebird, bluebird, in and out my windows, Oh Johnny, I am tired. CHORUS Take a little boy and tap him on the shoulders. Take a little boy and tap him on the shoulders. Take a little boy and tap him on the shoulders. Oh Johnny, I am tired. DESCRIPTION: Lines 1 and 2-Bluebird walks around circle weaving in and out under the arches. Line 3-Bluebird stops behind boy. Chorus-Bluebird places hands on shoulders of child and taps lightly through chorus. The dance is repeated with the boy becoming the leader and the girl following behind with hands on his shoulders. Continue the game until all are chosen. Substitute "Jenny" for Johnny when girls are chosen.	"A-HUNTING WE WILL GO" SKILL: RHYTHM, LOCOMOTOR AND NON-LOCOMOTOR, AND DIRECTIONALITY AREA: CLASSROOM AND PLAYGROUND PLAYERS: UNLIMITED EQUIPMENT: None SONG: A-hunting we will go, A-hunting we will go, We'll catch a fox, and put him in a box, And then we'll let him go. CHORUS Tra la, la, la, la, la, la, la, etc. DESCRIPTION: The head couple joins both hands and slides down between the lines and back. CHORUS: All partners join hands and skip around in a circle counter clockwise, following the head couple. When the head

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORING THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE AND EXPRESS FEELINGS, DEVELOP A SENSE OF RHYTHM, AND CREATE DANCE PATTERNS THAT WILL PROVIDE FOR PHYSICAL DEVELOPMENT.

ACTIVITIES	ACTIVITIES
couple reaches the foot of the line, it forms an arch by joining both hands, and all other couples pass through. The second couple is now the head couple to repeat the dance. The dance is repeated until each couple has been head couple.	3. The wife takes the child, etc. 4. The child takes a nurse, etc. 5. The nurse takes a cat, etc. 6. The cat takes a rat, etc. 7. The rat takes the cheese, etc. 8. The cheese stands alone, etc.
"THE FARMER IN THE DELL"	
SKILL: RHYTHM, LOCOMOTOR SKILLS AND DECISION MAKING	DESCRIPTION: The players walk around in a circle with hands joined. At the beginning of the second verse, the farmer chooses a wife, who comes into the circle with him. At the beginning of each succeeding verse, the last player chosen selects another player. Those in the center walk in the opposite direction inside the large circle. The last player chosen is the farmer for the next game.
AREA: CLASSROOM OR PLAYGROUND	
PLAYERS: Unlimited	
EQUIPMENT: None	Folk Kraft - 1182 Victor - 21618 Victor Album P - 87
FORMATION: Single circle. The farmer stands in the center of the circle, all hands joined.	
SONG: 1. The farmer in the dell, The farmer in the dell, High-O the Cherry-O The farmer in the dell.	
2. The farmer takes a wife, etc.	
304	305

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORING THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE AND EXPRESS FEELINGS, DEVELOP A SENSE OF RHYTH, AND CREATE DANCE PATTERNS THAT WILL PROVIDE FOR PHYSICAL DEVELOPMENT.

ACTIVITIES	
HEAD, SHOULDERS, KNEES AND TOES:	Head, shoulders, knees and toes, knees and toes, Head, shoulders, knees and toes, knees and toes, and Eyes, and ears, and mouth and nose, Head, shoulders, knees and toes, knees and toes. Leader uses both hands to touch body parts as the song is sung. Students imitate leader.
WE GO WALKING:	To develop concepts of "two-ness" and "three-ness," and "four-ness" a teacher can use this rhyme: "As we go walking two by two, two by two, two by two, keep step with me, I'll step two by two." As the teacher begins reciting this (or singing it) she nods to a child or taps him lightly. This child picks a partner, and "falls in" behind the first two. The game continues until all children are marching "two by two." The teacher may have to repeat the verse several times before all are in line. Same procedure can be used for marching three by three and four by four. In each case, the child nodded to choose the others.
"LOOBY LOO"	
SKILL:	RHYTHM, BODY AWARENESS AND DIRECTIONALITY
AREA:	PLAYGROUND
PLAYERS:	Unlimited
EQUIPMENT:	None
FORMATION:	Single circle, all hands joined
SONG:	Here we dance looby loo, Here we dance looby light, Here we dance looby loo, All on a Saturday night.
DESCRIPTION:	Walk around the circle counter clockwise as the chorus is sung.

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
RECORDS Educational Activities, Inc. P. O. Box 392 Freeport, New York 11520	HAP Palmer Record Library. Each record with vocal directions and teacher's guide ...$6.95 1. Album 514 - LEARNING BASIC SKILLS THROUGH MUSIC-Vol. 1 numbers, colors, the alphabet, body awareness... 2. Album 521 - LEARNING BASIC SKILLS THROUGH MUSIC-Building Vocabulary-Safety, foods, body parts, concepts... 3. Album 522 - LEARNING BASIC SKILLS THROUGH MUSIC-Vol. 2 shapes, numbers, subtractions, telling time... 4. Album 527 - MOD MARCHES-Learning concepts of left/right, up/down, across/in between... 5. Album 533 - CREATIVE MOVEMENT AND RHYTHMIC EXPLORATION-Explore ways to move, geomatric shapes, concepts, sounds... 6. Album 543 - GETTING TO KNOW MYSELF-Body awareness, doby image and position in space, feelings and moods.

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
FUN DANCES FOR CHILDREN GRADES K-6 Children can learn such dances as the Twist, The Monkey, The Pony, The Swim, The Funky Broadway, The Freddie all selected for their value as exercises. KEA 1134 - LP Record, posters, and manual ...$8.95 TO MOVE IS TO BE Twenty basic locomotor and non-locomotor movements are imaginatively presented in jingle form by a man's voice followed by music appropriate for that movement. KEA 8060 - 2 LP Records, Manual .....$12.95 VOLUME 1 GRADES K-3 This well-rounded program of carefully selected perceptual activities helps to develop: Body Image, Laterality, Space, Directionality, Basic Movement, Physical Fitness, Ocupla Training, Auditory Discrimination. AR 532 - LP Record, Manual .....$7.95 AC 532 - Cassette, Manual $8.95	FITNESS FUN FOR EVERYONE GRADES K-3 A new and different Physical Fitness Album. All activities are set to simple, appealing, well-known melodies that children instinctively enjoy. Clear and concise instructions are followed by song-and-action activities designed to develop legs, arms, shoulders, waist, abdomen, feet and back. HYP-R24 - 2 LP Records, Manual .....$12.95 HYP-C24 - Cassette, Manual .....$13.95 MARCHES ALL GRADES Five varied tempos for rhythm practice, marching drills, baton twirlers and drill teams plus a solemn, measured processional. The music has a steady beat, no runs or drills to throw your class off starting with elementary skills and finishing with grand marching. A complete exercise manual is also available. HYP-R11 - 2 LP Records .....$12.95 HYP-C11 - Cassette .....$13.95 HYP-B11 - Exercise Manual 1.00

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
COORDINATION SKILLS K-6 Activities are graded for the progression of skills from Kindergarten to 6th grade and become increasingly more challenging. Through the use of these sequenced activities your class will be helped to improve listening skills, awareness of space, readiness skills and overall coordination-especially eye-hand coordination. KEA 6050 - 3 LP Records, Manual .....$16.95 KEA 6050 Kit - 3 LP Records, Manual .....$31.95 10 Yarnballs Box of 10 Yarnballs $16.00	**RAINY DAY RECORD** GRADES K-3 Educationally sound, "sure-fire," classroom tested activities that really involve the children. Some are very active, others are definitely calming. All activities can be done by the children's desk while sitting, standing in place or moving about the classroom. Brief teaching directions are on the record leaving the teacher free to supervise the class. AR 533 - LP Record, Guide .....$6.95 AC 533 - Cassette, Guide $7.95
INDIVIDUALIZATION IN MOVEMENT AND MUSIC Action songs, chants, games, dances, story, drama, that provides for group activities with individual students responses. The actions and variations stress rhythms, movements, and music involving perceptual development, basic locomotor activities, directionality body control, and readiness. AP 49 - LP Record, Manual .....$6.95 AC 49 - Cassette, Manual $7.95	**RHYTHM STICK ACTIVITIES** K-6 Used creatively, RHYTHM STICKS, whether rolled up newspapers, Pla-Tubes or Lummi Sticks, can widen your perceptual motor program. This album and manual gives music, directions, and new ideas for using RHYTHM STICKS. Activities include gross and fine movements, body image, following directions, and coordination skills. AR 55 - LP Record, Guide .....$6.95 AC 55 - Cassette, Guide $7.95

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
RECORD CENTER 2581 Piedmont Road, N. E. Atlanta, Georgia 30324	EXERCISE IS KID STUFF GRADES K-2 This record has 11 children songs that will encourage active participation and appeal to the imigination. Album K2070 - 1 Record, Manual .....$8.95 PHYSICAL FUNNESS - RHYTHMICS - GRADES K-2 This record has 11 stimulating children songs specifically created for kindergarten through second grade levels. Side A, vocal and instrumental. Side B, completely instrumental for self-expression or improvision. Activities suggested in the accompanying manual develop endurance, rhythm, flexibility and coordination. Instrumental excellent for fundamental rhythms or creative movements. Album 2060 - LP Record, Manual .....$47.95 SING 'N DO RECORD ALBUMS Albums 1 - 6 contains 3 - 45 rpm Records, Illustrated actions and Suggestions .....$6.95 ea.

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
Sing 'N Do Album 1 (Grades K-3)	FINGER GAMES
Sing 'N Do Album 2 (Grades K-3)	Rhythmic verses combined with hand motions are enjoyed by all children. Complete instructions and activities are on the record. Listening, Learning and Coordination are valuable by-products of these enjoyable games.
Sing 'N Do Album 3 (Grades 1-6)	
Sing 'N Do Album 4 (Grades K-3)	
Sing 'N Do Album 5 (Grades K-3)	Album HYP 596-1 Record $5.95
Sing 'N Do Album 6 (Grades K-6)	SINGING ACTION GAMES
MUSICAL PARTICIPATION STORIES	Bright and sprightly singing action games that require neither partners nor the necessity to learn specific steps and movements.
Sing 'N Do Album 8 (Grades K-2)	
Let's Go Places	Children are encouraged to use their imagination and ability to pretend. Easy-to-follow instructions keep children listening and enable them to understand readily.
Sing 'N Do Album 9 (Grades Pre K-1)	
	Creative instructional bands are separated from complete action game (without instructions) to make use easier. Interpretation and movement can be enlarged by the teacher to suit the needs of the class.
316	317

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
MULTI-PURPOSE SINGING GAMES For physical education, music, or a needed break in the classroom day these fun-and-action singing games will fill the bill. They were developed by Henry "Buzz" Glass, a master teacher, and sung and played in a warm friendly manner. Not only do they believe tension through large body movements, they also develop listening skills, teach body awareness, handedness, coordination, agility, and encourage interpretive dramatic expression. FALP 510 - Album, Guide on cover .....$5.95 RHYTHM RECORDS RPC-293 - Action Songs, Singing Games, Word Opposites, Number And Ordinals, Clock Song, Train Game, Left-To-Right Progression. Side 1 - Reading Readiness Side 2 - Number Readiness	RRC-1203 - Words and Movement, Games and Activity Songs. Side 1 - About Myself Side 2 - Musical Games RPC-103 - Basic Rhythm for Classroom Use. Side 1 - Action Rhythms Side 2 - Imitative Rhythms RRC-2103 -To Encourage Creative Expression of Movement. Side 1 - Fantasia Side 2 - Modern Movements RRC-303 - Folk Rhythms, Festival Music, Basic Dance Steps, Dances Side 1 - Children's Dance Time Side 2 - Skip Tag or Festival Fance

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

AVTIVITIES	ACTIVITIES
RRC-1303 - Dance Steps Side 1 - Dance Steps, Without Partners Side 2 - Dances <u>RUTH EVANS SERIES</u> Record 101-102 - Fundamental Rhythms These fundamental rhythms provide an introduction to simple rhythmic movement. Children should be taught to participate informally. Accurate response to the metric beat of the music is essential to satisfactory accomplishment. Record 103-104 - Animal And Toy Rhythms These rhythms stimulate interest in dramatizing animals and toys. After listening, children should be encouraged to develop their own ideas of interpretation. Record 105-106 - Play and Character Rhythms These rhythms provide the background for the response to music in the form of combinations of movement.	Children should be encouraged to express their own ideas. Record 203-204 - Bouncing Balls, Jumping Rope These rhythms suggest various ways of bouncing balls and jumping rope. Record 501-502 - Animal and Character Rhythms These selections stimulate interest in rhythmic dramatization. After listening, children should be encouraged to develop their own ideas of interpretation. Record 505-506 - Play and Dance Rhythms This record provides opportunity for response through combination of movement and original patterns. <u>PHOEBE JAMES CREATIVE SERIES</u> AED1 - Animal Rhythms (K-d) $2.00 ea. AED2 - Free Rhythms (K-6)

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
AED3 - Animal Rhythms (K-3)	AED23 - Warm Ups (Pre-School - 6)
AED4 - Garden Varieties (K-4)	AED24 - Creative Dances (K-9)
ADE5 - Fundamental Rhythms (K-5)	FINGER PLAY Vol. 1 (K-2)
AED6 - Trains (K-5)	Song and games to help children develop finger coordination. New songs are included as well as familiar finger plays such as "Eency Weency Spider." All are presented in such a way that children will respond easily and eagerly. Teacher's manual with helpful suggestions.
AED7 - Boat Rhythms (K-5)	CM 1043 .....$5.95
AED9 - Gingerbread and Billy Goats Grull (K-3)	FINGER PLAY Vol. 2 (K-2)
AED11 - Fire, Fire, and a March (K-6)	More delightful songs and games to help children develop finger coordination. A good follow-up to FINGER PLAY inthat slightly more complex finger actions are introduced. Teachers' manual with words to songs and helpful suggestions are included.
AED12 - Favorite Action Songs (K-3)	CM 1046 - Record $5.95
AED13 - Farm Animals (K-3)	
AED14 - Christmas Rhythms (K-4)	
AED15 - Halloween Rhythms (K-4)	
AED20 - Rhythm Orchestra (Pre-School-4)	
AED21 - Nursery School Rhythms (Pre-School - 3)	
AED22 - Sea Life Rhythms (K-4)	

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
ACTIVITY SONGS FOR PRIMARY GRADES The record is designed to provide stimulus in the areas of singing, rhythms and dance improvisation. Songs include Good Morning, Clap, Clap, Clap Your Hands, Little Red Caboose, I've Got Shoes, Oleanna, Kum By Yah, Rolling Song, etc. Sung by Vicki Diamond. CM 1086 - Record .....$4.98 PRIMARY MUSICAL GAMES Here's an album of simple but challenging MUSICAL GAMES which may be used in the classroom as well as the gym. The Talk-Through-Walk-Through instructions develop pupils ability to listen, comprehend, and follow directions. The games are imaginative and will help students improve their coordination, agility, and locomotion skills. HPY 23-4-78RPM Records $12.00	ESTAMAE'S TOY SHOP AND OTHER RHYTHMS FOR LITTLE FOLK Here is the TOY SHOP in music with lots of Fun things to do. The music is delightful, and has been improvised to fit the action. The voice right along with it tells you what to do. The fundamental rhythms are arranged to give balanced program of activity. Strenuous actions are followed by quiet ones, so as to catch one's breath. You'll be amazed at hoe quickly little folk will acquire new skills, for they'll be developing coordination, grace, and a joyous feeling of movement to music, while they're having heaps of fun. Can be used in the classroom, gym or home. No. 101 Trombones, Trucks, Balls, Toy Soldiers, Trains No. 102 Jumping Jacks, Rocking Horse, Dancing Dolls, Tops No. 103 Drums, Wind-up Dogs, Donkeys, Jack-in-the Box, Cowboy Hat and Lasso No. 104 Toy Piano, Roller Skates, Baby Dolls, Tricycles, Airplanes

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
No. 105 Rhythms-Skip, Tip-Toe Walk, Run and Jump, Heel-Toe, Gallop No. 106 Rhythms-Tar and Walk, Light Run, Clap, Walk and Run, Slides No. 107 Clap Your Hands To the Music So-My Little Broom No. 108 My Ties, My Knees-Teddy Bear-One, Two, Buckle My Shoe Record .....$6.50 CIRCUS FUN AND BALL BOUNCING What wonderful fun to go to the circus. Here is given more fun-let's be the circus. Ball bouncing is excellent practice in ball handling. These records are delightful rhythmic activities for kindergarten, primary, and intermediate grades. Re 401 Parade, Band, Clowns RE 402 Elephants, Dogs, Jugglers, Ponies	RE 403 Trapeze Performers RE 404 Giraffe, Kangeroo, Lions, Horses RE 405 Drum Major, Ringmaster, etc. RE 406 Tiger Eagle Merry-Go-Round RE 407 Ball Bouncing 2/4 time RE 408 Ball Bouncing 3/4 time Record .....$7.00 HAPPY TIMES ELEMENTARY GRADES Sixteen singing games for young children, in nursery school, kindergarten and first grade. They include many of the best loved childhood games as well as others more recent in origin. Some involve partner-choosing, or acting out stories or familiar daily tasks, and others suggest free creative action. Words are sung on record, and children may learn to sing along as they dance. Record $4.95

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
SING AND DANCE ELEMENTARY GRADES Sixteen singing games and play parties for primary and middle elementary grades. These are lively social mixers, done in the circle and line formation. They do not involve pantomimic action (which children beyond primary grades may no longer enjoy). Instead, they teach such steps as the swing, promenade, skip, slide and grand right and left, which makes them useful preparation for square and folk dancing in later grades. A number of these dances may also be used in junior high school and secondary school. Record .....$4.95 LEARNING AS WE PLAY A program of music carefully designed for the exceptional child, either the very bright or the very bright or the very slow, which will delight all youngsters. Specially selected songs and music contribute to social, language, and physical development through group singing and simple rhythmic activities. LCR 60-453...NY $5.95	YOU'LL SING A SONG AND I'LL SING A SONG Ella Jenkins leads the Urban Gateways Children's Chorus through 15 finger-snapping, thigh-slapping songs and rhythm exercises, a joy-filled musical experience that encourages active participation. Songs from many cultures. LCR 66-3484 - Record .....$5.95 Cassette .....$6.95 RHYTHMS FOR CHILDREN K-4 Album covers all movements and interpretations such as, walking, running, jumping, skipping, marching, falling leaves, skating, bicycle, reindeer and many others. Instructional Manual .....$1.50 505-33 1ST LESSONS IN CREATIVE MOVEMENT K-2 Physical and Dynamic purpose, introduction to space consciousness, knee bends, forward bends, appreciation of melody in music, control of torso, control of arms, and many others.

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
Instructional Manual .....$5.00 507 Record ..... EDUCATIONAL RECORD SALES 157 Chambers Street New York, New York 10007	PRE-PHYSICAL EDUCATION THROUGH MUSIC Original songs and exercises for all parts of the body to encourage self expression and physical development. Titles include Let's Do The Morning Exercise, Move to the Beat. Record .....$6.95 PRE-PHYSICAL EDUCATION THROUGH MUSIC, VOL. 2 An Upbeat way to get children physically involved in rhythmic exercises, learning and doing body movements and body building. Record .....$6.95 SENSORIMOTOR TRAINING IN THE CLASSROOM A program of perceptual activities helps to de develop body image, laterality, space, directionality, basic movement, physical fitness, auditory discrimination. Record $7.95

I. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
SENSORIMOTOR TRAINING IN THE CLASSROOM VOL. 2 A follow up to album one. Helps to develop form perception, listening skills, body awareness, physica physical fitness, coordination. Record .....$7.95 MELODY HOUSE PUBLISHING COMPANY 819 N. W. 92nd Street Oklahoma City, Oklahoma 73114 OR NEWTON SCHOOL EQUIPMENT CO., INC. 400 Drake Street Jacksonville, Florida 32205	CARPET SQUARES Activities using carpet squares that are carefully planned for development of basic motor skills, balance, coordination. MH 31 LP Record .....$5.95 RHYTHM AND RHYME Excellent record for body coordination activities as well as quiet activities MH 87 - Record .....$5.95 RAINDROPS Record for rainy day activities. MH 83 - Record .....$5.95 THE HOKEY POKEY Hokey Pokey activity recorded at very slow speed for young children. Album includes the Bunny Hop, Skip To My Lou. MH 33, Record $5.95

1. CONCEPT: RHYTHM

SUB-CONCEPT: RECORDS

ACTIVITIES	ACTIVITIES
COLOR ME A RAINBOW In addition to recognizing color concepts, the activities include exercises in recognizing right and left, up and down, shapes, and body awareness. MH 80, Record .....$5.95 SWING TO FITNESS Activities motivate endurance, rhythm and coordination. MH 66, Record $5.95	

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: BALANCE BEAM ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
BALANCE BEAM SKILL: EYE-FOOT COORDINATION, BODY AWARENESS, SPATIAL AWARENESS AREA: INDOOR, OUTDOOR PLAYER: 1-6 per beam EQUIPMENT: 1 beanbag per 6 students FORMATION: Line Establish a focal for students while they are walking forward, backward, half-way forward then turning on the balance beam and returning to the beginning. This will help the student with a dominance problem to be aware that his/her body consists of two sides, and in order to maintain balance s/he must learn how to coordinate muscles and movement to make both sides work together. 1. Walk forward on the beam; hold arms outward, palms up and palms down. 2. Walk forward on the beam; try to hold arms at side. It may be necessary to raise arms for balance.	3. Walk backward on the beam; hold arms outward, palms up and palms down. 4. Walk backwards on the beam; try to hold arms at side. 5. Sidestep along the beam to the opposite end. 6. Sidestep along the beam back to starting position. 7. With arms at sides, walk to the middle of the beam, turn around and walk backwards to the end. 8. Walk forward to the middle of the beam, turn and walk backwards to the end. 9. Walk forward to the middle of the beam, turn and sidestep with weight on the balls of the feet to the left end of the board. 10. Walk to center of beam, turn, and sidestep to the right end of the board.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: BALANCE BEAM ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
11. Walk forward with the left foot always in front of the right. Repeat with the right foot in front.	21. Walk with hands held behind back.
12. Walk backward with the left foot always preceding the right, repeat with the right foot preceding the left.	22. Walk with slight bend in knees on each step.
13. Walk forward hands on hips.	23. Walk on tip toes.
14. Walk backwards hands on hips.	24. Walk with a beanbag or eraser balanced on head.
15. Walk forward and pick up a chalk eraser from the middle of the beam.	25. Walk with a beanbag or eraser balanced on outstretched hand.
16. Maintain balance on the board and catch a ball, bounce a ball, and identify body parts	26. Walk to center of beam and kneel on one knee and then rise to continue forward to the end.
17. Walk forward arms extended at shoulders height touching toe to heel.	27. Walk on hands and knees, like a catwalk.
18. Walk with arms straight out in front of body.	28. Walk forward with eyes closed.
19. Walk with arms overhead.	29. Walk backward with eyes closed.
20. Walk with arms folded across chest.	30. Walk backward and return length of beam walking forward.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: BALANCE BEAM ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

SUB-CONCEPT 2: BEANBAG ACTIVITIES

ACTIVITIES	ACTIVITIES
31. Walk backward to center of beam, turn around and walk to second half of the beam going forward. 32. Slide along the beam with alternating the lead foot with a crossover step. 33. Slide along beam to the center and turn and walk forward to the end. 34. Slide along beam to the center and turn and walk backwards to the end. 35. Walk to center of beam, step over stick held knee high and continue to end. 36. Walk to center of beam and carry weighted bucket the last half of beam. 37. Walk with knees stiff and legs perfectly straight. 38. Walk to center of beam and balance on one foot and then continue forward to the end. 39. Catch and throw ball while balancing on the beam.	40. Bounce a ball while walking the beam. "BEANBAG ANTICS" SKILL: PHYSICAL DEXTERITY, VISUAL TRACKING, LOCOMOTOR SKILLS, BODY IMAGE, DIRECTIONAL AWARENESS, AND BALANCE. AREA: OUTDOOR, INDOOR PLAYERS: Unlimited EQUIPMENT: One beanbag for each student FORMATION: Circle These drills or activities should be presented to the students in a problem solving form such as can you? Will you? Show me another way. 1. Walk in single circle formation with beanbag on head.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: BEANBAG ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
VARIATIONS: a. run slowly b. skip slowly c. hop with beanbag on head d. hop with beanbag on head e. hop with beanbag on raised knee f. hop with beanbag on raised foot g. march while throwing and catching beanbag h. duck walk with beanbag on head 2. Hold beanbag in right hand, raise hand over and behind head, drop beanbag to left hand which is behind back waist high. Repeat using other hand. 3. Stand astride, right arm sideways holding beanbag, drop, twist to catch with left hand without moving feet. Repeat using other hand. 4. Stand astride with beanbag on head. Tilt head forward. Keep knees straight and feet still, pick up beanbag. 5. Hold beanbag chin level. Allow to drop-catch in full knee bend position before it hits the floor.	6. Stand astride with beanbag on head. Tilt head backward allowing beanbag to fall to floor. Retrieve beanbag between legs keeping knees straight. 7. Face center, throw beanbag into the air, execute following activities before catching: a. catch with right hand/left b. catch without moving feet c. clap hands once d. clap hands twice, etc. e. touch knees f. touch toes g. clap hands behind back h. clap hands behind back then front i. slap thighs j. make 360° turn k. throw while standing, sit to catch l. throw while standing, lie down to catch m. toss beanbag in air-jump up and catch n. Can you catch it softly? o. catch at different levels (in front of face, knees)

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: BEANBAG ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
8. Throw to self and catch-between throwing and catching do "Morning Clean Up." a. wash hands b. wash face c. wash neck d. put on shoes e. brush teeth, etc. 9. Throw to self and catch: a. with legs crossed b. on one foot c. kneeling d. sitting (While doing so execute items from #7 to #8) 10. Hands and knees on floor with beanbag on small of back, without moving hands or knees, shake beanbag off. 11. Cross legs, sit with beanbag on head. Get up without using hands or knees and not losing beanbag. 12. Stand on one leg with beanbag in hands. Slowly place beanbag on floor without losing	balance. Place hands on each side of beanbag, bend arm slowly to touch beanbag with forehead. 13. Place beanbag between feet, "jump" beanbag to hands. 14. Place beanbag on instep-toss beanbag to self. 15. Place beanbag on instep-toss beanbag and balance on top of head. PARTNER 1. In pairs-one holds beanbag at arms length and releases it at anytime. Partner stands with one hand above beanbag and tries to catch it before it reaches the floor. 2. Get three feet from partner and throw beanbag, underhand/overhand, back and forth to each other. Make tosses good and try to catch softly. Move farther apart as skill improves.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: BEANBAG ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
3. Partners move around in general space and continually pass beanbag back and forth to each other. 4. Attempt tossing a beanbag to each other at same time. 5. Place beanbag on instep of foot and attempt to pass to each other at same time.	

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: HOOP ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
"HOOP-A-LA" SKILL: EYE-HAND COORDINATION, EYE-FOOT COORDINATION SPATIAL AWARENESS, AND BALANCE AREA: IN-DOOR, OUT-DOOR PLAYERS: Unlimited EQUIPMENT: One hoop for each student FORMATION: Scattered INDIVIDUAL HOOP ACTIVITIES 1. Can you walk in and out of hoop without stepping on hoop? Run, hop, jump, skip, leap, and gallop? 2. Will you walk around the hoop Indian Style? (heel to toe) Tiptoe? Creep? 3. Can you use a cross over step to get around the hoop? 4. Can you jump over, forward, backward, and to the side of your hoop?	5. Could you cross the hoop with a foot on each side? 6. Can you step-hop in and out around the hoop? 7. Can you run and leap over your hoop? 8. Show me how you can jump into your hoop and land in a low position! High position! 9. How high can you jump and land in your hoop? 10. Can you jump into the air and click your heels before you land in hoop? 11. Can you roll your hoop straight forward, backward, and around in a circle? 12. Can you run and cross in front of the hoop as it is rolling? 13. Could you jump in and out of a rolling hoop?
318	319

1. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: HOOP ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
14. Show me how to turn and jump the hoop like a jump rope! (forward, backward and sideward) 15. Can you spin the hoop? 16. How many times can you run around a spinning hoop before it falls? 17. Can you twirl the hoop on your arm, leg, neck, waist, hips, knees, and ankles? 18. Place all hoops on floor in pairs-Can you run the line placing one foot in each hoop? 19. How fast can you go through a hoop five times? (over head, let fall to ground and step out) 20. Can you roll the hoop with a reverse spin and make hoop return to you? PARTNER 1. Can you and partner walk around two hoops in a crazy 8 pattern? Hop? Tiptoe? Run?	Creep? Ship? 2. Can you hold a hoop and let your partner crawl/jump through it? 3. Will you roll the hoop and let partner jump through? 4. Will you hold hands and jump in and out of your hoop? 5. Show me how to play catch with the hoop! 6. Can you hula hoop on an arm or leg and transfer to hoop to a partner without stopping the turning hoop?

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PARACHUTE ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
"CHUTE THE WORKS" SKILL: FINE AND GROSS MOTOR DEVELOPMENT, IMPROVE PHYSICAL ENDURANCE, DEVELOPS SPATIAL AWARENESS, SENSE OF RHYTHM AND AIDS IN DEVELOPING TEAM WORK AREA: INDOOR, OUTDOOR PLAYERS: Whole Class EQUIPMENT: One parachute, utility balls, bowling pin. FORMATION: Circle ACTIVITIES 1. WAVES - Grasp parachute with fingers on top and thumbs underneath and shake up and down to make various size waves. 2. UMBRELLA - Place chute on shoe tops and on the count lift the parachute over the head. There are many games that can be played under the umbrella such as:	a. Name Exchange - Call two names and those players attempt to change places while chute is in the air. b. Snatch the Pin - Call two names and players will attempt to snatch a pin from the middle under the parachute and get back to place without being tagged or having chute fall on them. c. "Hustle" - A player attempts to "Hustle" into center and complete a given task (bounce ball three times, gallop, skip or hop around inside circle) before chute falls down. 3. BALL FLIP - Place a utility ball on parachute. Divide circle into two teams. Team on one side try to flip ball off chute over the head of students on other side by vigorously moving the chute up and down. Keep score and throw ball back on chute each time it is flipped off.

1. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PARACHUTE ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

SUB-CONCEPT 2: STATION TEACHING

ACTIVITIES	ACTIVITIES
4. MAKE A MOUNTAIN - Inflate chute and pull it down to the floor and hold it down with the knees. Have students lie face down and pat air out with extended arms. 5. "HIDE-A-WAY" - Make a mountain and as the parachute is pulled down, the students turn backs to center and pull parachute down over the head and kneel down inside. 6. MERRY-GO-ROUND - Hold parachute with one hand and move in one direction and then the other way around in a circle. Use various locomotor skills such as running, skipping, hopping, etc. 7. MUSHROOM - Fill the parachute with air by raising arm overhead vigorously and walking two steps into the center and allow chute to go as high as possible. 8. DRIBBLE AND MOVE - Students hold chute with one hand and a utility in the other. The object is to run in a circle holding on the chute while dribbling the ball with the other hand.	9. ROLY POLY - Use large whiffle balls- attempt to get ball through center hold while making waves with chute. STATION TEACHING Station teaching means the student will be doing different things at the same time. A small group (4-6) children will be at each station. After a short time, upon a given signal, the students will rotate to the next station. These stations can be set up to meet the needs of the students and instructor. "BODY AWARENESS STATION" SKILL: EYE-HAND COORDINATION, BALANCE, EYE-FOOT COORDINATION AND KINESTHETIC DISCRIMINATION. AREA: INDOOR OR OUTDOOR PLAYERS: Groups of 2-6 at each station EQUIPMENT: 100 ft. rope, balance beam, old tires all size utility balls, basketball, hoops, beanbag, targets, hopscotch and jump rope.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: STATION TEACHING

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
STATION TEACHING GROUP I Station No. 1 - Rope Bridge: Lay 100 foot rope in curved pattern on ground. Children walk on rope without falling off. Various pictures of animals found in a pond may be used to maintain the interest of the children. Station No. 2 - Balance Beam: Children walk forward, backward and sideways without falling off. Station No. 3 - Old Car Tires: Children balance by walking on sides of tires; by moving from one tire to another walking or hopping; by jumping into the centers of the tires, etc. Station No. 4 - Ball Toss: Children are to toss balls through a cutout two-by-four. These cutouts are pictures of various animals. Children start off by standing close to the cutout and throwing the balls through the various holes. Then they are told to move back four steps and throw the balls.	Station No. 5 - Hoop Walk: Hoops are laid out in a variety of patterns. Children move in and out of hoops without touching them (forward, backward, on hands and knees, and running, etc.) Station 6 - Basketball Throw: Children are given balls and on the count of three release them at the same time to see how many basket can be made. Station No. 7 - Bean Bag Target: Pictures of various objects are placed on a line to hang a certain distance from the ground. Children are given beanbags and told to see if they can hit a certain target or the picture. Station No. 8 - Jump Rope: Children are given a rope to see how they have mastered the skill of rope jumping. Station No. 9 - Hopscotch: Children play hop-scotch being careful not to touch the lines.

1. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: STATION TEACHING

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
STATION TEACHING GROUP II Station No. 1 - Giant Footsteps: Large footprints are placed on court with paint, chalk or crayon. Children step on footprints without falling off. Station No. 2 - Hopscotch: Children play hopscotch being careful not to touch the lines. Station No. 3 - Loop Walk: 100 foot rope is laid out on ground in loopy pattern and children step in loops without touching the rope. Station No. 4 - Kick Bowling: Cardboard cylinders, bowling pins or plastic bottles are set up as in the game of bowling. Children knock them over by kicking a ball into them. Station No. 5 - Jug Kick: Plastic milk jugs are suspended from heavy cord attached to fense. Children kick balls to hit them. Station No. 6 - Can Kick: Each child has three #10 size cans and may set them up in any way s/he wishes. S/he then stands behind the line and kicks a ball to knock them over.	Station No. 7 - Box Kick: Animal pictures or other pictures are taped to jumping boxes which are then stood on end. Children kick balls at them in an attempt to knock them over. Station No. 8 - Obstacle Dodge: Cones or milk jugs are set up at random but fairly close together. Using only the feet, the children move the balls around and between the jugs without touching them. Station No. 9 - Hoop Walk - Hoops are laid out in a variety of patterns. Children move in and out of hoops without touching them (forward, backwards, sideways, on hands and knees, running, etc.) Station No. 10 - Soccer Croquet: Objects such as cones, open-ended boxes, and two cones with a wand on top of them are placed at varying distances apart. Children move the balls through, around or under the objects using only the feet.

359

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: STATION TEACHING

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
STATION TEACHING GROUP III Station No. 1 - Can Target Toss: Various #10 sized cans placed at random in circle. Children stand outside circle and try to throw yarn balls into cans. Station No. 2 - Tray Toss: Trays with pictures taped on them are placed on court. Children stand behind line and try to throw beanbags on trays. Station No. 3 - Hoop Throw: Hoops are suspended by strong cord between standards. Children stand on both sides of hoops and throw balls back and forth through hoops. Station No. 4 - Stake Ring Toss: Croquet stakes are hammered into ground inside a circle. Children stand outside the circle and attempt to throw deck tennis rings over stakes. Station No. 5 - Hand Bowling: Cardboard cylinders, bowling pins or plastic bottles are set up like bowling pins. Children throw balls and attempt to knock them over.	Station No. 6 - Shade Target Toss: Shade targets are tied to fence. Children try to hit the targets with yarn balls. Station No. 7 - Box Toss: A variety of boxes of different sizes and shapes are placed on the ground (may also be tied to fence.) Children throw beanbags into boxes. Station No. 8 - Variety Toss: A variety of objects (wands, plastic bottles, carpet squares, beanbags, etc.) are suspended from a strong cord between standards. Children attempt to hit them with large yarn balls. Station No. 9 - Batting Tees: Batting tees are set up and children hit whiffle balls off of tees using short broom sticks or batons. Batting tees are made by putting a golf club holder into a cone and then putting a ball on top of the golf holder. Station No. 10 - Alphabet Board: Children toss beanbags and hit the letters of the alphabet. Older children may spell out simple words by hitting each letter of the word with a beanbag.
360	36

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: STATION TEACHING

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
STATION TEACHING GROUP IV Station No. 1 - Rope Bridge: Lay 100 foot rope in curved pattern on floor. Children walk on rope without falling off. Station No. 2 - Balance Beam: Children walk forward, backward, and sideways without falling off. Put beanbags in hoop to one side and after they have finished the above they can repeat balancing beanbag on head, arm, shoulder, etc. Station No. 3 - Cassette Tape recorder: Record directions for children to follow: stand on one foot and count to 10; balance on four parts of body; on three parts; on two parts; etc. Station No. 4 - Step Ladder: Any flat ladder will do (also may be painted on court of drawn on court with crayons or colored chalk). Children move on sides without falling off; step on rungs; step between rungs; move forwards, backwards and sideways, etc.	Station No. 5 - Old Car Tires: Children balance by walking on sides of tires; by moving from one tire to another walking or hopping; by jumping into the center of the tires, etc. Station No. 6 - Animal Pictures: Laminated pictures of animals are placed in a hoop (get pictures from coloring books). Children move around area like the animals in the pictures. Pictures should be exchanged. Station No. 7 - Jumping Boxes: Children stand on boxes and jump off in different ways and in different directions. They should practice landing in a balanced position. Station No. 8 - Balance Boards: Children balance on boards without falling off. Station No. 9 - Truck Inner Tubes: Tubes should be tied together and the first and last ones anchored down. Children bounce on tires without falling off. Station No. 10 - Pathfinder: Curved, zig-zag, and straight lines are painted on court or put on with chalk or crayons. Children walk on different paths without falling off.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PLAY DAY - RELAY ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

ACTIVITIES	ACTIVITIES
"PENNANT RELAY" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: TWENTY (20) EQUIPMENT: Pennant for each team FORMATION: Single File If possible there should be ten boys and girls on each team. The event will be run over a fifty yard distance. Ten team members will be stationed in single file at opposite ends of the fifty yard distance. The captain of each team will be given a pennant and on a starting signal will carry the pennant to his/her team member at the opposite end of the fifty yard distance. This process is continued until each team member has run.	"BLOCK HUNT" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 10 (5 boys and 5 girls) EQUIPMENT: Blocks FORMATION: Single File With teams observing, scatter approximately 2 to 3 blocks per player in an area 50-60 feet away. At the command all teams race for the blocks. Each player can bring only one block at a time, which s/he will place in a designated spot or container. S/he then can return for one more and then another. When all blocks are gathered, the teams will return to their original positions. The team with the most blocks - wins!
36	365

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: 'LAY DAY - RELAY ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

ACTIVITIES	ACTIVITIES
"JUMP ROPE RELAY" SKILL: JUMPING AREA: PLAYGROUND PLAYERS: 5 per team EQUIPMENT: 1 jump rope for each team FORMATION: Single File Teams are positioned behind a starting line. At a signal, the first player in each line runs up to the designated turning point, 30 yards away, picks up the jump rope and jumps 4 times in place, returns and tags next player. This continues until all the players in each line have had a turn.	"KANGAROO JUMPING RACE" SKILL: JUMPING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: 1 beanbag per person FORMATION: Line Each person stands behind the starting line with a beanbag in hand. At the signal to start he/she places the beanbag between legs and jumps to turning line. If beanbag falls it must be picked up and replaced between legs before player may continue jumping. When reaching the turning line s/he takes the beanbag in hand and runs back across starting line to finish.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PLAY DAY = RELAY ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

ACTIVITIES	ACTIVITIES
"HOOP RELAY" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 10 per team EQUIPMENT: 1 hoop per team FORMATION: Single File Place the hoop on the ground in front of #1 player. At the start, #1 picks up the hoop and goes through it head first, hands it to #2, who repeats procedure, and so on down the line. The player receives the hoop and runs to the front of the line, then goes through and starts it back again. When #1 player receives the hoop, after becoming last in line, s/he runs across the finish line (with the hoop) 80 feet in advance of his/her team.	"SACK RACE" SKILL: JUMPING AREA: PLAYGROUND PLAYERS: 6 (3 boys and 3 girls) EQUIPMENT: Burlap sack for each contestant FORMATION: Line The contestants stand in burlap sacks which are long enough to reach to the hips. Holding the sacks hip high they jump from a standing line to a line 30 feet away. The player gets out of the sack, gives it to the 1st person in line and goes to the end of the line and squats down. The race is continued until all players have had a turn.
385	389

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PLAY DAY - RELAY ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

ACTIVITIES	ACTIVITIES
"CRABWALK RACE" SKILL: WALKING AREA: PLAYGROUND PLAYERS: 10 per team EQUIPMENT: None FORMATION: Squatting Position At signal the first player squats down in crabwalk position and starts walking to teammates who are 20 yards away. S/he tags the first person in line, goes to the end of the line and squats down. Play is continued until all have had a turn and are squatting down.	"STICK BALL RELAY" SKILL: STRIKING AREA: PLAYGROUND PLAYERS: 10-12 per team EQUIPMENT: 12" cut-off broom handle, utility ball FORMATION: Single File Each team has a 12" cut-off broom handle, and a soccer ball. At the starting signal the first person in the line takes the stick and starts tapping the ball to make it roll down the lane. A marker is placed 20 yards away from the starting line. The student must tap the ball down the lane, around the marker, and back to the starting line. S/he gives the stick to the second student in the line and goes to the end of the line and squats down. The race is continued until all have had a turn.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PLAY DAY - RELAY ACTIVITIES

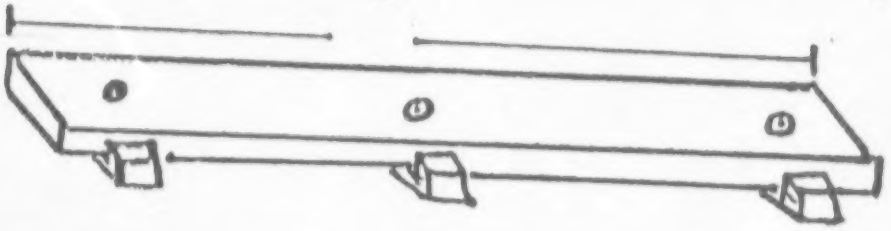
OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

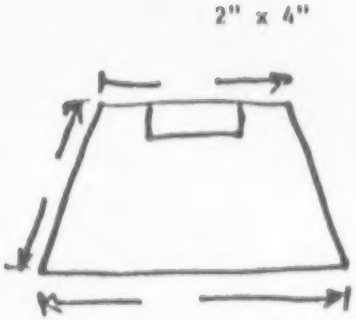
ACTIVITIES	ACTIVITIES
"TUG-O-WAR" SKILL: PULLING AREA: PLAYGROUND PLAYERS: Whole Class EQUIPMENT: Long Rope FORMATION: Line Both teams will start in a standing position with hands on the rope. At the signal to start each team begins to pull and pulls until the red flag on one side is pulled over the center line. This will be a single elimination tournament with drawing for position in tournament taking place prior to play day. ** FOR MORE PLAY DAY - RELAY ACTIVITIES, SEE THE "RELAY SECTION" ON PAGES 108-121. **	SUGGESTIONS: 1. Bring out chairs for both students and parents. 2. Give each class on the grade level a team color. Ask students to wear their team color on Play Day. Have broom handles with a colored flag on it at the starting line. Each class will then know to line up at the pole holding the flag that is their team color. 3. At 9:00 a.m. make an announcement over the P. A. system that all students must be seated during the races or their team will be disqualified. Discuss sportsmanship also.

HOMEMADE EQUIPMENT

1. Balance Beam
2. Can Stilts
   Tire Walk
3. Beanbags
   Jump Ropes
   Lummi Sticks
4. Hoops
5. Nylon Badminton Paddles
6. Paper Balls of Varing Sizes
7. Scoops
8. Portable Goal Posts
9. Utility Standards
   (Volleyball, Soccer or Field Game Goals)
10. Yarn Balls

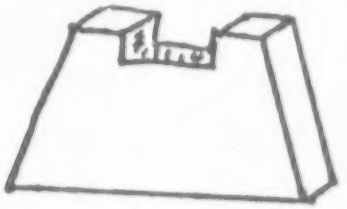
BALANCE BEAM





CUT OUT TO ACCOMODATE 2" x 4"

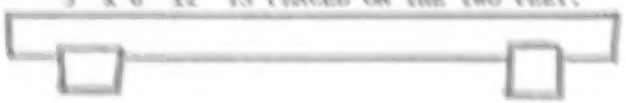
4" x 8"



A HEAVY, MORE DURABLE BEAM CAN BE CONSTRUCTORED OF A 3" x 6" x 12'.

BLOCKS OF 3" x 6" MOUNTED ON
1' x 3' BOARD

3" x 6" 12' IS PLACED ON THE TWO FEET.

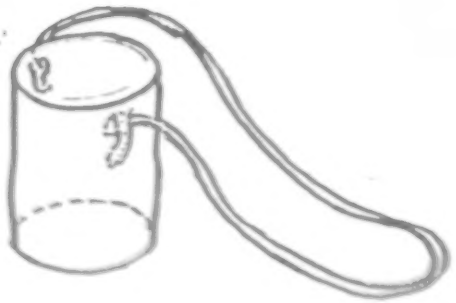


AN INCLINED BEAM CAN BE CREATED BY PLACING A BLOCK UNDER ONE FOOT.

CAN STILTS

MATERIALS: Rope, Gallon Cans

Ask the cafeteria manager to save empty gallon cans from the lunchroom. Punch two holes, one-half inch from the top, on either sides of the can. Insert a four foot long piece of rope and knot the ends inside the cans. Students step on cans, holding one rope in each hand.



TIRE WALK

MATERIALS: Tires (ask local dealers to donate)

Place tires as follows:

a) 1 car tire horizontally
8 car tires vertically
1 truck tire vertically
5 car tires vertically
1 truck tire vertically
8 car tires vertically
1 car tire horizontally
25

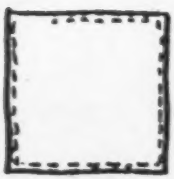
Fill each tire with dirt as it is placed. Paint with brightly colored paint.

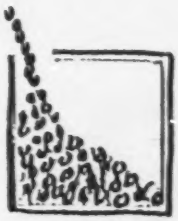
BEANBAGS

MATERIALS: Scraps of material, beans

Beanbags can be made in various shapes (squares, circles). A strong fabric such as denim or dacron should be used.

Cut two five and one-half-inch square pieces of cloth. Double machine stitch, leaving a one-inch opening for filling with beans, peas, or corn. Sew the one-inch opening up by double machine stitching on the outside.





JUMP ROPES

MATERIALS: Rope may be obtained from the Storeroom Bid list.

Cut half-inch rope into six or seven-foot lengths for grades kindergarten and one. Cut the rope on the mark in the middle of the two tape marks. Tape masking tape around the ends to prevent raveling and fraying.

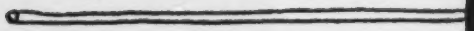
LUMMI STICKS

MATERIALS: Brooms (ask the custodian to save old brooms)

Cut broom handles to a length of 10 inches. Sandpaper the edges of the lummi sticks to smooth off the roughness and paint various bright colors.

Lummi sticks may also be made by rolling together a folded newspaper. These are much quieter instruments for students to use.

HOOPS



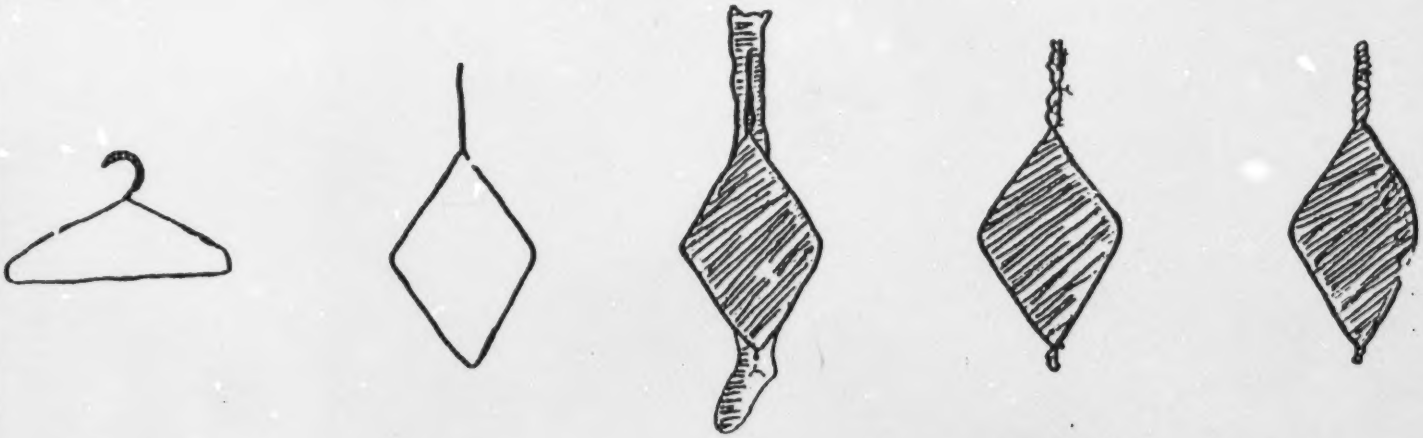
MATERIALS: PVC pipe from hardware
3" wooden dowel rods, 1/2" in diameter.

The best length of the plastic pipe used to construct these hoops is seven feet, 10 inches. Black plastic pipe, one-half inch in diameter, may be purchased at most local hardware stores and building supply centers. Cut pipe to the desired length; insert half of a three-inch wooden dowel, one-half inch in diameter, into one end of the pipe and secure with a staple gun. Insert the rest of the wooden dowel into the other end of the pipe. Form a circle and close the ends of the pipe tightly against each other. Secure with a staple gun. For added strength wind black electrical tape around the closure.

NYLON BADMINTON PADDLES

MATERIALS: Hangers, old panty hose cut off

Bend a wire coat hanger to form a diamond or a round shape. Straighten out the curved part of the hanger. Insert the hanger into a nylon stocking, pulling it as tightly as possible and leaving the foot part of the stocking hanging off. Tie several knots in the stocking and cut the rest of the foot part off. Wrap the excess stocking around the handle and secure in place.

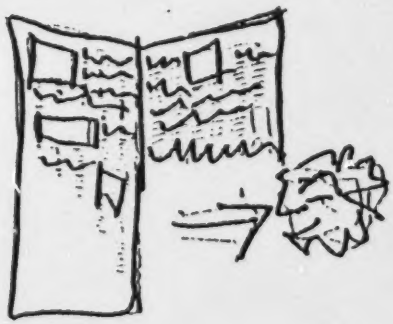


PAPER BALLS OF VARING SIZES

MATERIALS: Newspaper, Masking tape

Crumple one sheet of a large sheet of newspaper into a tight ball. Wrap with masking tape to form a firm ball.

Crumple two or more sheets of paper, to make larger balls. Wrap with masking tape.



SCOOPS

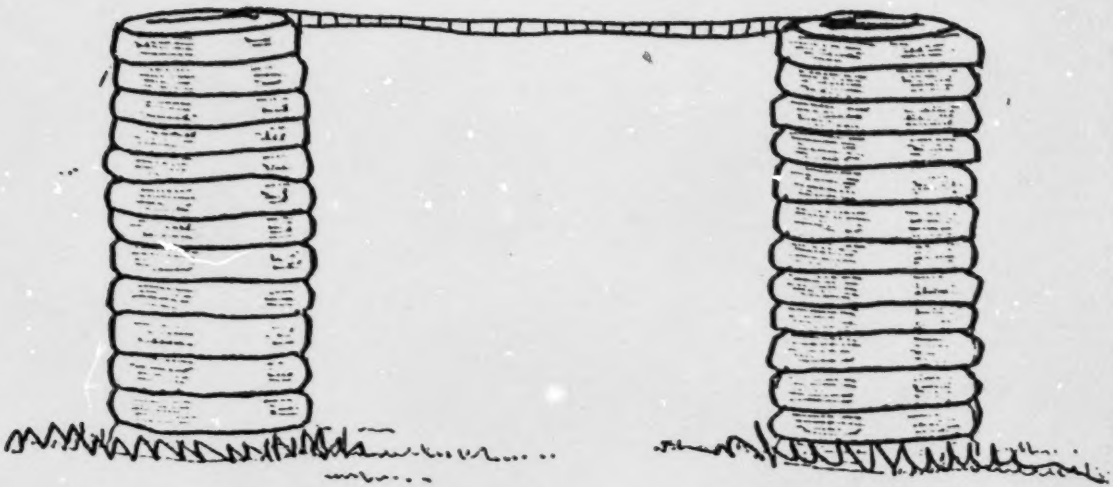
MATERIALS: 1/2 gallon plastic bleach jugs or milk jugs
Colored plastic tape

1. Cut out the bottom of the jug.
2. Tape the bottom rim overlapping on both the inside and outside as it is sharp.
3. Ask each child to bring a plastic jug and make his/her own scoop. Write names on them.

PORTABLE GOAL POSTS

MATERIALS: Old car tires (ask dealer to donate)

Stack 40 car tires, 20 on each side as many feet apart as specified in game rules. String a rope across the top of the car tires.



UTILITY STANDARDS
(VOLLEYBALL, SOCCER OR FIELD GAME GOALS)

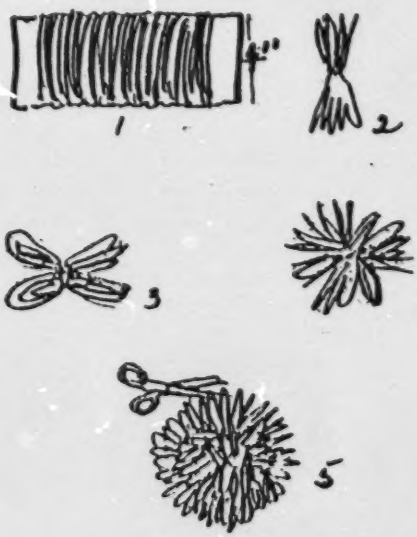
MATERIALS: 2 - 8' pieces of 2" pipe. Bag of Sacrete
Old tires donated by Tire Companies

Place a piece of cardboard on the bottom of an old tire; fill it with sacrete. While the sacrete is still wet, insert a seven to eight-foot piece of two-inch pipe into the center of the tires. Brace the pipe so it stands straight and let the sacrete set for two days. Drill holes at intervals from the top so that the net may be 4" raised or lowered.

YARN BALLS

MATERIALS: Skein of yarn
4" wide piece of cardboard

Wrap yarn around the width of the four-inch cardboard approximately 20 times. Slip yarn off cardboard; wrap the center of the yarn tightly with twine several times; tie securely. This forms a looped bundle. Continue making looped bundles until the entire skein of yarn is used. Take two looped bundles and tie them together by tightly wrapping the bundles in the center and tying securely. Repeat this last step until all the looped bundles are tied together in two. Take two doubled bundles and tie them together. Continue adding the double-looped bundles to those which have been previously tied together until all the bundles are securely tied together. With scissors cut all the looped ends so that the cut makes two equal lengths of yarn. Shape the yarn into a round ball by clipping the uneven ends.



FILMS:

FILMS ARE AVAILABLE FROM DUVAL COUNTY SCHOOL BOARD EDUCATION MEDIA CENTER, 31 WARREN STREET.

1. "All The Self There Is" - 13 minute, color. Shows that physical education should be an individualized learning experience aimed at developing a person's own confidence.

2. "Anyone Can" - 27 minutes, color, grades K-6. Demonstrates techniques for directly involving typical children in motor skills which inhance learning and improve self-image.

3. "Baton Twirling" - 10 minutes, color, grades 4-6. Demonstate the techniques of baton twirling.

4. "Beginning Tumbling" - 10 minutes, B/W, grades 4-6. Presents six stunts of the roll progression.

5. "Body Movement" - 24 minutes, color, grades K-3. Focuses on the young child's motor development, motor skills and coordination.

6. "Creative Body Movements" - 11 minutes, color, grades 1-3. Shows how children can express themselves through movement using a perceptual-motor and problem solving approach. (Transportation, boats, planes, trains, etc.)

7. "Developing Range and Understanding of Movement" - 29 minutes, color. Shows teachers how to assist children to develop a conceptual understanding and an effective use of general and limited space.

8. "Innovation in Elementary Physical Education" - 30 minutes, color. Depicts a wide variety of movement activities and equipment designed for use in the K-6 grade program.

9. "Introduction to Dance Aims" - 15 minutes, color, grades 4-6. The film demonstrates that all dance steps are created from the basic locomotor steps: The walk, run, jump, hop, skip, slide, gallop, leap and combination of these which become the traditional steps.

FILMS:

10. "Introduction To Movement Education" - 36 minutes, color. Introduces classroom teachers to the philosophy of Movement Education. Points out that it's compatible with modern concepts of education Demonstrate the three basic elements of Movement Education, and provides useful instructional techniques on safety training.

11. (Let's Play Series) "Join Hands, Let Go" - 8 minutes, color, grades 4-6. A group of children joins hands, skips, and sings a catchy game song.

12. (Let's Play Series) "Choosing Up" - 6 minutes, color, grades 4-6. The children in this film choose up for many different games in many different ways.

13. (Let's Play Series) "Guessing Game" - 7 minutes, color, grades 4-6. This split-screen film shows pantomimists mimicking an action (e.g. pretending to throw a ball).

14. "Movement" - 15 minutes, color. Compares children at play, workers on a job, an athlete in training, and a dancer in motion. Shows how they use similar movements for different activities.

15. "Movement Exploration" - 22 minutes, color, grades 1-6. Describes the concept in action as it deals with various motor skills; Locomotor activities, ball handling, uses of hula hoops, spatial awareness, use for jump ropes.

16. "New Physical Education, The" - Color. The emphasis beginning with physical education in the classroom. Begins with highly skilled performances in various sports and ends with young children in classroom activities.

17. "Parallel Bars: Beginners Exercises Aims" - 12 minutes, color, grades 4-6. Demonstrates proper width adjustment of the bars, how to mount, and such elementary stunts as: support position, basic swinging movements, straddle seat travels, upper arm stands and rolls, etc. All done in normal speed, then in slow motion.

FILMS:

18. "Per Pop Sprinkle - 11 minutes, color, grades 1-3. Provides a series of visual experiences for children to perceive and then to interpret motorically.

19. "Physical Education - Basic Skills" (Unit B - Football, Basketball, Apparatus) - 8 minutes, color, grades 4-6. Single concept approach ...via slow motion, of the basic skills comprising each activity.

20. "Pole Vault" - 11 minutes, B/W, grades 4-6. Basic vaulting principles, running action, grip, selecting the pole-takeoff western and eastern styles, spotting novice training exercises are presented.

21. "Quality of Movement" - 27 minutes, B/W. Visually dramatizes what Movement Education poineer Rudolph Lahan defined as the quality of movement. Makes a distinction between "quality" as generally understood in gymnastics and other sports and the qualities of movement as defined by the originator of Movement Education.

22. "Sensorimotor Training" - 24 minutes, color, grades 1-6. Describes philosophy and training methods for helping pre-school children develop sensory skills and physical coordination. Basic movement skills also.

23. "Softball: Skills and Practice" - 12 1/2 minutes, color, grades 4-6. Illustrates the correct performance of each skill, utilizing normal speed as well as slow-motion photography to give the viewer an opportunity to study each skill in detail. The plays are shown in individual and group action.

24. "Thinking, Moving, Learning" - 30 minutes, color. Shows perceptual-motor and movement activities for K-3 children.

25. "Understanding Space and Directional Movement" - 23 minutes, color. Shows teacher how to assist children in developing effective use of ground and limited space.

26. "Vigorous Activities in Physical Education" - 15 minutes, color, grades 4-5. Illustrates vigorous activities in use in the schools physical fitness program. Made in co-operation with the President's Council on Physical Fitness.

FILMS:

27. "Volleyball for Boys" - 11 minutes, B/W, grades 4-6. Demonstrates how to serve, volley, and spike the ball covering the methods of offensive and defensive play by regular and slow-motion photography. Includes ways of modifying the game to make it suitable for the age and size of the playing group.

28. "Volleyball: Skills and Practice" - 12 minutes, color, grades 4-6. Presents the skills required by the most current rules for the game. Each skill is illustrated at normal speed as in slow motion to give the viewer an opportunity to study it in detail. Each is illustrated in individual and group action.

29. "Why Exercise" (Alms) - 14 minutes, color, grades 4-6. This film does not teach a "program of exercise but rather conveys the ideas about the values of muscular activity. Demonstrates the types of activities which develop strength, endurance and flexibility.

30. "The World Is One" - 30 minutes, color, grades 4-6. Scenes from the 1964 Winter Olympics in Japan.

31. "Youth Dancers" - 15 minutes, B/W, grades 4-6. Shows girls from ages four through the teens as they progress in developing an increasingly mature technique which can be applied successfully in modern and ethnic dance forms.

BOOKS:

ELEMENTARY PHYSICAL EDUCATION REFERENCE BOOKS ARE AVAILABLE AT PROFESSIONAL LIBRARY #164, 1741 FRANCIS STREET.

372.86 A — Anderson, Marian H., Elliot, Margaret and LaBerge, Jeanne. Play With A Purpose; Elementary School Physical Education.

371.73 A — Andrews, Gladys, Saurborn, Jeannette, and Schneider, Elsa. Physical Education For Today's Boys and Girls.

372.75 B — Bentley, William G. Learning To Move and Moving To Learn.

372.86 B — Boyer, Madeline Maas. The Teaching of Elementary Physical Education: Games and Related Activities

613.704 B — Bryant, Rosalie, and Oliver, Elosie McLean. Complete Elementary Physical Education Guide.

372.86 B — Bryant, Rosalie, and Oliver, Elosie McLean. Fun and Fitness Through Physical Education.

371.732 B — Bucher, Charles A. and Reade, Evelyn M. Physical Education In The Modern Elementary School.

371.7 C — Clarke, Henry Harrison. Health and Physical Education For The Elementary School Classroom Teachers

372.86 C — Cochran, Norman A., Wilkinson, Lloyd C., and Furlow, John J. Learning On The Move.

371.9282 C — Cratty, Bryant J. Motor Activity And The Education of Retardates.

372.86 D — Dauer, Victor P., and Pangrazi, Robert P. Dynamic Physical Education For Elementary School Childre

372.86 E — Edgren, Harry D. and Gruber, Joseph J. Teacher's Handbook of Indoor and Outdoor Games.

BOOKS

372.86 E — Espenschade, Anna S. Physical Education In the Elementary Schools.

371.732 F — Fait, Hollis F. Physical Education For the Elementary School Child.

372.86 F — Fabricius, Helen. Physical Education For the Classroom Teacher.

372.863 F — Flinchum, Betty M. Motor Development In Early Childhood; A Guide For Movement Education With Ages 2 to 6.

372.37 F — Fraser, Ellen D. The Child and Physical Education.

372.86 F — Frostig, Marianne, in association with Maslow, Phyllis. Movement Education: Theory and Practice.

372.86 G — Gallahye, David L.; Werner, Peter H. and Luedke, George C. A Conceptual Approach To Moving and Learning.

372.86 G — Gilliom, Bonnie Cherp. Basic Movement Education For Children; Rationale and Teaching Units.

371.732 G — Green, Arthur S. Physical Education Activities Book For Primary Grades.

372.86 H — Hagan, Winifred Van, Genevie, Dexter and Williams, Jessie Feiring. Physical Education In the Elementary School.

371.73 H — Halsey, Elizabeth and Porter, Lorena. Physical Education For Children: A Development Program.

152.3 H — Harrow, Anita J. A Taxonomy Of The Psychomotor Domain

BOOKS:

371.9 H Harvat, Robert W. Physical Education For Children With Perceptual-Motor Learning Disabilities.

372.86 H Humphrey, James H. Child Learning Through Elementary School Physical Education.

371.732 J Jones, Edwina, Morgarn, Edna and Stevens, Gladys. Method and Materials In Elementary Physical Education.

372.86 K Kirchner, Glen. Physical Education For Elementary School Children; An Illustrated Program Of Activities For K-6.

372.68 K Kirchner, Glen and Cunningham, Jean, and Warrell, Eileen. Introduction To Movement Education; An Individualized Approach To Teaching Physical Education.

371.732 L LaSalle, Dorothy. Guidance of Children Through Physical Education.

152.334 L Legge, David. Skills: Selected Reading's.

372.86 M Means, Louis E., Applegust, Harry A. Dynamic Movement Experience For Elementary School Children.

371.372 M Miller, Arthur G., and Whitcombs, Virginia. Physical Education In The Elementary School Curriculum.

613.704 M Miller, Arthur G. Cheffers, John T. F., Whitcomb, Virginia.

613.7 M Mosston, Muska . Teaching Physical Education: From Command To Discovery.

613.7 M Mueller, Grover Williams and Christadles, Josephine A Practical Program of Remedial Physical Education

BOOKS:

372.86 N — Nicks, Mel J. Curriculum Manual For Elementary Physical Education.

372.86 P — Porter, Lorene. Movement Education For Children; A New Direction In Elementary School Physical Education.

372.86 R — Rider, Eugene H. A Physical Education Program For Grades 1-6.

372.84 R — Roy, Mary M. Action; A Handbook For Teachers Of Elementary Physical Education Activities.

372.86 S — Schurr, Evelyn L., Movement Experiences For Children: Curriculum and Methods For Elementary School Physical Education.

613.707 S — Singer, Robert N. and Dick, Walter . Teaching Physical Education; A Systems Approach.

613.7 S — Stanley, Sheila. Physical Education: A Movement Orientation.

152.334 S — Stallings, Loretta M. Motor Skills: Development and Learning.

371.732 V — Vannier, Mary Helen. Teaching Physical Education In Elementary Schools.

372.86 W — Winters, Shirley J. Creative Rhythmic Movement For Children Of Elementary School Age.